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ABSTRACT

The activities in this teaching guide focus on reading and thinking skills useful in the development of a global perspective in primary-level students. The activities can be used in social studies, language arts, and reading courses. An introduction gives an overview and rationale, lists educational objectives, and describes the format of the guide. Then a brief section presents teacher information on how to brainstorm. About half of the guide contains 19 learning activities. Examples of the activities follow. Through a learning center display, children explore the topic of animal origins and where they are usually located in the world. In three other activities, students color each continent on a world map, work puzzle games to improve their map skills, and analyze and learn the meaning of proverbs from around the world. Students study the 1978 UNICEF calendar which has 54 interpretations of the Tree of Life drawn by children from all over the world. Then they depict their own image of the Tree of Life. Other activities involve students in reading fairy tales from other lands, writing stories, discussing values and conflict situations in stories, and playing games. An annotated bibliography of story books is included. The kind of information provided for each activity includes an overview or introduction, student objectives, grade level, time required, materials needed, teaching procedures, and evaluation techniques. All handouts are included. (Author/RM)

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Skills Series
Volume 2

Teaching Reading in the Social Studies: A Global Approach for Primary Grades

Mary C. Gold

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Helen A. Sims, Publications Director
Alicia Fields, Editor
Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208

This unit is dedicated to my students and friends at Guardian Angels Elementary School. Thanks for the inspiration and support.

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Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208
November 1978

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The Center for Teaching International Relations is a joint project of the School of Education and the Graduate School of International Studies of the University of Denver. Since 1968 the Center's broad goal has been to improve the teaching of international/intercultural studies at the pre-collegiate level in the Rocky Mountain Region. To effect this, the Center has instituted five programs: (1) *Teacher Workshops*, designed to demonstrate and create teaching materials and strategies; (2) *Academic Courses*, for substantive and methodological approaches to global problems; (3) *Curriculum Units*; (4) *Materials Distribution Center*, to service the needs of teachers and community leaders; and (5) *Consultation Services*, to aid in implementing global perspectives in school systems.

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Center for Teaching International Relations
Graduate School of International Relations
University of Denver
Denver, Colorado 80208
(303) 753-3106

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INTRODUCTION

Overview

In the primary grades K-3 we spend most of our teaching time with reading, mathematics, and language arts. Parents are constantly questioning and wondering how their children are doing in these subjects. Very seldom does a parent ask, "How is my child doing in Social Studies?"

As primary teachers we, too, feel more comfortable if we have to miss a Social Studies lesson for an assembly, a half day or some other special event, than if we have to miss our reading groups. It seems that Social Studies lessons are always the first to go if we have to decide to cut a lesson for the day. There are good reasons for this approach--if the child does not learn to read and write in the primary grades, then Social Studies will be even more difficult in the intermediate grades. The arguments for setting priorities among our subjects are good ones and often agreeable, however frustrating. But how do primary teachers with hectic schedules and the pressures to teach reading, writing, and arithmetic do justice to all the important concepts in Social Studies?

If we were to ask ourselves about it, we could not deny the importance of helping students make sense of their world. Due to the increasing global nature of society, it is necessary that students be taught to deal critically with information about global concerns. We need to help these young people develop skills

which will enable them to cope with their future as adults in this world.

This unit is designed as an activity supplement for primary teachers who are interested in teaching Social Studies while teaching the other academic subjects. The activities are written to be used as an independent activity while the teacher is instructing other students in reading and language arts. They may be used with large groups at story time or during Social Studies period. The activities are written to reinforce both language arts and Social Studies skills while allowing students time to begin to comprehend the social studies concepts.

Rationale

As primary teachers, we know there is a difference among 5 to 9-year olds' skill abilities. However, most children between these age levels are active, imaginative, contemplative, and emotionally responsive. They are all eager for a variety of activities, capable of experiencing their interior lives (inner selves), and eager for relationships with others. Between ages 5 to 7, the child focuses more upon the present moment and is often considered to be egocentric. Between ages 8 and 9 the attitudes of the child become slightly more defined--(s)he does not confine himself or herself solely to the present. The children of these ages become curious and often fascinated with other countries and cultures.

If you examine the Social Studies texts written for these age levels, you will find that most publishers follow the skill and conceptual ability of the children, i.e., the 6 and 7-year-olds

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study families, 7 and 8-year-olds study community, and 8 and 9-year-olds study the communities in other lands which compare to their own. The publishers are also filling their texts with a variety of peoples, cultures, and places but they are limited as to how much they can present. We all know the importance of supplementing our text curriculum, but what concepts should be used? Do we add to those in the text or simply reinforce them? What skills will be most needed in the intermediate grades?

The activities in this unit are an attempt to help the primary student to explore further the concepts set forth in Social Studies texts while using a different approach from that of the texts. These activities contain a greater use of manipulatives to help develop the perspective of looking at the entire globe and then back at ourselves rather than always looking out from our own perspective.

Many of the activities in this unit deal with map skills with the emphasis placed on the continents. The reason for this is that many texts expect the child to already understand differences between a city, a community, a country, a nation, and a continent after providing only one or two pages dealing with the concept.

Intermediate and Junior High teachers frequently complain that their students still do not know the difference between a country and a continent. This is understandable when you examine the amount of time and lessons dedicated to these basic concepts.

Considering the skill level of primary students, the same maps have been used for the activities for the purpose of simplifying

the data base with which the student will work. However, if you use several of these map activities in sequence, you should select a variety of other maps that depict different views of the world. For example, use a political map, a weather map, and a cultural map together. This helps you avoid presenting subtle stereotypes of the world to your students while teaching them map activities.

The activities in this unit are designed to represent varied viewpoints and present varied data. This avoids stereotyping or building prejudices toward other peoples of the world. Also, they are designed so that the child can use manipulatives for exploring the world, which are difficult to find in texts.

Objectives

1. To provide teachers with classroom activities which focus on reading and thinking skills useful in the development of a global perspective in students.
2. To provide social studies teachers with classroom activities that integrate reading, language arts, and thinking skills with social studies content and objectives.
3. To provide teachers with activities that can be adapted to Social Studies lessons or used as independent activities in conjunction with other academic disciplines, i.e., reading and language.
4. To provide primary-level teachers with supplementary methods for teaching map skills, sorting and analysing data, recognition of various perspectives and attitudes in life styles, and approaches to global issues of many peoples of the world

within one continent or many continents.

Format

The activities in this guide are models--an activity model demonstrating how Social Studies may be integrated into regular reading and language arts program, or a supplement to your Social Studies program.

For those activities which require the teacher to collect pictures for the students to examine, it is essential that the teacher collect a variety of pictures for each continent so as not to give students a stereotypic view of the peoples of that area. For example, pictures of African schools should show urban, rural, suburban settings. These schools vary as much as schools in the same three setting in the U.S.

The activities that are centered around map skills are limited in that they use the same type of map and the same color code. This is done to reinforce some basic map skills while making map exercises independent and continuous for familiarity. It is essential for teachers to teach children that not all maps look or are colored like the ones found in this unit. If possible, expose students to other types of maps as well. You should be able to locate varied maps in texts, atlases, and geography books.

The activities in this guide stand alone. There is not a sequence for teaching with this guide. Teachers must identify the needs and abilities of their students and then choose those activities that are appropriate to their student level.

The activities are designed to give students an early experience and an introduction in relating to global issues and in developing a global perspective. The key to a global perspective is early experience and an opportunity to practice basic Social Studies, reading, and language arts skills that will be required in later grades.

TEACHER INFORMATION ON BRAINSTORMING ACTIVITIES

Brainstorming is a tremendously valuable tool in creative problem solving and decision-making. The object of brainstorming is to produce a great quantity of useful ideas about a given subject or problem in a relatively short period of time. This great quantity of ideas serves as a data base for later organization and evaluation. The richer and broader this data base, the more likely it is to throw new light on a problem or lead to a creative solution. The conscientious use of brainstorming produces a versatile, creative, mind-expanding way of thinking. The rules should be reviewed often, and it is probably a good idea to discuss the rationale with the class.

Brainstorming helps to generate a large volume of ideas. It encourages germs of ideas, half-formed ideas; it gives ideas with some merit and some drawbacks a chance to grow and develop. And it turns group problem-solving away from a competitive atmosphere and toward a collaborative venture in which the main adversary is the problem to be solved, not another person in the group.

Brainstorming can be done by the entire class or in small groups. (Groups of five or six are small enough so that no one need wait to offer his or her idea, yet large enough so that the variety of ideas is stimulating.) When the entire class brainstorms as a group, it may be necessary to have two or three recorders at the blackboards so that they can keep up with the fast-flowing ideas. (Brainstorming is no time for raised hands or other such formalities.)

When small groups brainstorm, it is important to cross-fertilize by having the recorder for each group read the group's list to the entire class; or, where time is a problem, groups can pair and read their lists to each other. Another way of sharing group lists is to have each person in the group choose the idea (s)he likes the most from the group's list, and then have the selected list read to the entire class.

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Title: WHAT DO YOU WANT TO KNOW ABOUT PEOPLE?

Introduction: Teachers generally spend most of their time teaching from prepared curriculums or texts. This is important for decreasing teacher preparation time and keeping a sequential study of concepts for the student. A review of the K-3 social studies texts shows that most of the content and the related concepts are appropriate for this age level and are concepts the students need to know. Many questions students want answered are covered in the social studies texts or other texts; however, there are many that are not answered. This activity is very helpful in developing further activities and pointing out textbook answers to student questions.

Objectives:

To let students openly express their questions and concerns about people.

To acquire background information for teacher preparation of activities.

To demonstrate the concept that writing is a form of speech.

Grade Level: K-3

Time: 15 minutes

Materials: Handout #1, "Rules for Brainstorming"
Chalkboard or large paper to record answers.
Full-page world map.
Master for game pieces.
Game Board.

Procedure:

Step 1. Distribute and read Handout #1.

Step 2. Explain rules to students.

Step 3. Ask the question, "What would you like to know about people?"

Step 4. Record answers on chalkboard--remember no negative response to any questions.

Step 5. Express to students that you will not give any answers to their questions today but will respond to as many after you or they have gathered information, as possible.

Step 6. Recopy their questions to keep as a data base for later organization and evaluation.

Step 7. Ask the question, "What people would you like to know about?" and record those answers. (Note: In asking this question in K-3, I found that children had *not* made the distinction between people and person. Their typical response was a T.V. star, or a football player, etc. Once I clarified the difference, they asked about groups rather than persons, e.g., Eskimos, Indians, people from Wyoming, Mexicans, etc. Again their responses were limited to their experiences geographically or to what they've seen on T.V., or to people they've studied before in social studies texts. However, I was able to grasp some idea of their experience and limitations when we began our study of other cultures, places, and things.)

Evaluation: This is the key to this activity if it is to have purpose for the students and you as a teacher.

1. Using the list of students' questions, examine your social studies text to locate answers to any of their questions that were not covered.

2. Make notes of possible answers found so you can relate answers to students when you come to them in your studies.

Follow-up: As stated before, I did find some answers to questions in texts but often the answer was too stereotypic or limited (e.g., a typical question of K-3 students was, "What do their houses look like?"). When I reviewed my social studies text the basic theme was centered around 3 peoples of the world with 3 to 4 snapshots of types of homes. One goal of this unit is to give students a broader sense of peoples of the world, alternative lifestyles and cultures, in conjunction with completing your regular social studies curriculum.

Steps for compiling possible answers:

1. Collect as many social studies texts of various grade levels from different publishers as possible. Include *National Geographic* magazines, *National Geographic* world, and other picture sources.

2. From these, cut out various pictures that you find on the people the students asked about or the general questions they brought up, e.g., "What do their schools look like?" I found pictures of

urban, rural, and suburban school settings from all different continents and peoples of the world.

3. After collecting pictures, mount on tagboard (usually able to fit several on one sheet), and print the continent in specific continent color on back, laminate, and cut pictures apart. In black ink, if possible, note name of people and country for reference.

   Continent colors used:
   North America - Green
   South America - Red
   Europe - Purple
   Africa - Brown
   Asia - Orange
   Australia - Yellow
   Antarctica - Blue

4. These pictures are then used for a data bank for several activities, e.g., "You've Got the Whole World in Your Hands," and "Are You a People Person?", as well as a tremendous picture file for creative writing and sentence writing.

Title: TRAVEL ON IDEA AIRLINES*

Introduction: People have the unique ability to speak, to use language. Language shapes thought. Thought in turn shapes language. We use language to express our views, concepts, and theories of ourselves, others and the world. People operate within a culture. Culture affects our world view. This world view is often ethnocentric--we feel that our way of living is often the best. Now and in the past there have been many world views because of the many cultures. This variety of world views can create conflict, innovations, change, etc., depending upon the circumstances. People of many cultures have contributed to the development of civilization. The purpose of these activities is to reveal to the child that many ideas and thoughts within our culture have not originated in this culture.

Objectives:

To identify an idea and locate it's origin by continent.

To listen to and discuss story parts and to note the correct sequence of Joey's morning.

To develop vocabulary skills and to build vocabulary.

Grade Level: K-3

Time: One class period

Materials: Handout #2, "Traveling the World with Captain Think"
Handout #3, "Map"
Handout #4, "Pictures"
Index cards

*Adapted from *One Hundred Percent American*

Procedure:

Step 1. Discuss vocabulary words; the idea they represent and their origins.

Step 2. Distribute Handout #2 and Handout #3. Read the story.

Step 3. Cut out pictures and paste on index cards. Give one or more index cards to each student.

Step 4. Reread the story. As you are reading, pause when you come to an idea on the index card. Let the students match their ideas with the appropriate continent. Continue the story.

Discussion:

1. What would it be like to live without some of these ideas, e.g., clock?

2. What did Joey learn on his trip?

3. These ideas came from faraway places. How did people learn about them?

4. Do you think we still get ideas from faraway places? Do you think any of our original ideas have been used by people from other continents? If yes, what? How could we find out?

5. Why is Captain Think always with Joey? Do you know a Captain Think?

6. Would you like to know more about the people who gave us these ideas? If yes, what? (Record student interests.)

Follow-up:

Note the following activities.

Title: YOU'VE GOT THE WHOLE WORLD IN YOUR HANDS

Introduction: In the social sciences, one of the basic skills needed is the ability to gather, compile, and categorize data. Children in the primary grades are involved in activities that reinforce these skills; however, the majority of activities do not revolve around the social studies concepts. The lack of these types of activities in social studies can be attributed to the fact that a higher level of reading is needed before these skills can be practiced. Since the primary child has limited reading ability, your methods as a teacher in dealing with these skills is limited. The purpose of this activity is to provide children with the opportunity to experience these skills with little or no use of written materials.

Objectives:

To provide early practice for students in the skill of sorting, compiling, and categorizing data.

To teach students to identify the continents of the world.

To teach students to associate a group of pictures with a particular continent.

Grade Level: K-3

Time: One class period

Materials: (1) Make a large map of the continents on poster paper with each continent drawn in a different color. Cover with contact paper. (See Handout #3.)

(2) Collect pictures of people, places, and things from the different continents of the world. Mount pictures on tag board, laminate for protection, write the name of the continent on the back of the picture in the same color used to color the continent on the map. A good source for the pictures are old social studies texts and *National Geographic* magazine.

Procedure:

Step 1. Explain the map of the world to the children. Explain that each continent is drawn in a different color. Give children sufficient practice in naming the seven continents. Show the children the back of a picture and explain that the name of the continent is written on the back of the picture in the same color as the continent.

Step 2. Give each child, or group of children, a few pictures. Explain that they can match their pictures by either identifying the name of the continent or by the color of the continent. Make your own decision as to how you want the children to sort the pictures, for example, one at a time or by taking turns, etc. While the children are matching, observe difficulties and offer assistance. Try to interact as little as possible when children are reacting to the pictures. Take notes of their questions (Why do they wear these clothes? What are they eating?) but do not try to answer their questions. You can deal with their interests and questions at a later date when you have accurate and adequate information.

Evaluation:

1. List those children who have difficulty identifying colors.

2. List those children who have difficulty matching continents by name or shape.

3. List any knowledge already obtained by the children about people, places, and things in other parts of the world.

4. List any misunderstandings or misconceptions about people, places, and things in other parts of the world.

Follow-up:

Use the following activities to continue to give practice in sorting and practice in classifying data.

Title: ARE YOU A PEOPLE PERSON?

Introduction: Children have difficulty with proper use of vocabulary words or terms, especially those related specifically to social studies concepts. The following activity provides continued practice in sorting data and an opportunity to use specific vocabulary in relation to the data.

Objectives:

To provide the student with practice in the skill of sorting, compiling, and categorizing data.

To teach the student to analyze and classify data by associating pictures with correct vocabulary words.

Grade Level: K-3

Time: Several 15-minute periods during different class meetings.

Materials: Use pictures collected for the previous activity as a data bank.
Find a picture of the following vocabulary words and mount separately on pieces of tag board.

alike - different	clothing
person - people	map
country - continent	globe
work - service	compass
family	change
needs	share
wants	flag
food	learn
shelter	rules

Procedure:

Step 1. Give each child a stack of pictures and a picture of a specific vocabulary word or pairs of words. This may also be done with only one student who is having difficulty with a particular concept or word.

Step 2. Tell the children to put only those pictures that belong with that word underneath the word. Put the pictures that do not belong in a separate pile.

Step 3. Walk around the room while the children are sorting pictures. If you think a child does not understand, offer help or assistance in clarifying the procedure of the term. If a child has put a picture under a word that you may think is a misunderstanding, ask why? The child may have knowledge of the vocabulary work and sees something in the picture that you had not thought of.

Step 4. Have children change picture vocabulary words and sort their data again. Continue this process until all children have seen or used most of the words.

Evaluation:

1. Note children who have difficulty and work with them in a small group or individually at a later date.

2. Record any questions the children have. This information is helpful when you are planning further activities around these words or choosing your methods and materials for future lessons.

3. Give each child a worksheet with vocabulary words printed on it and a magazine. Let them find their own pictures to explain the word or concept.

Title: THE SAFARI

Introduction: Young children have a great interest in animals. Most story books and workbooks are filled with animal pictures as well as fiction and nonfiction stories about them. There are numerous activities, such as dot-to-dots, mazes, beginning sound association, simple vocabulary spelling, that deal with animals. Most young children's experience with animals from other continents is from a zoo trip, a T.V. special program, or a movie at school. The following learning center was created to give children the opportunity to explore further the topic of animal origins and where they are usually located in the world, and also to increase curiosity and interest about characteristics and behaviors.

Objectives:

To associate animals with animal names.

To locate animals and their origin on the map.

To develop and practice tracing and cutting skills.

To demonstrate a way of classifying animals.

To practice writing animal and continent names.

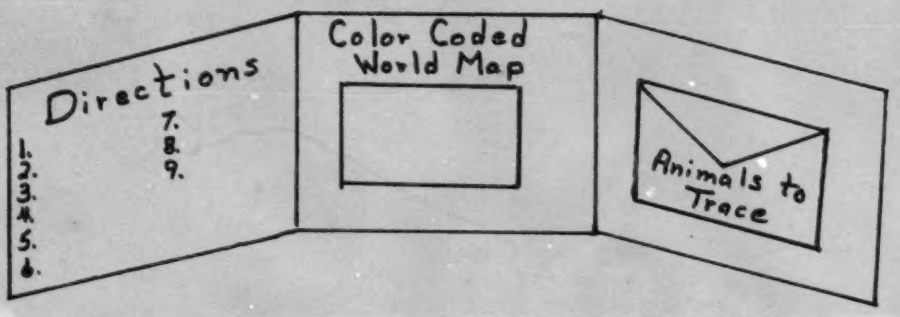
To give practice in independent study.

Grade Level: K-3

Time: One week or until every child has the opportunity to rotate through the center. This always depends upon the child's interest. Usually, they like to repeat this center.

Materials: Handout #5, "Animal Patterns"
Handout #6, "Map"

Teacher Preparation: Build the Center:



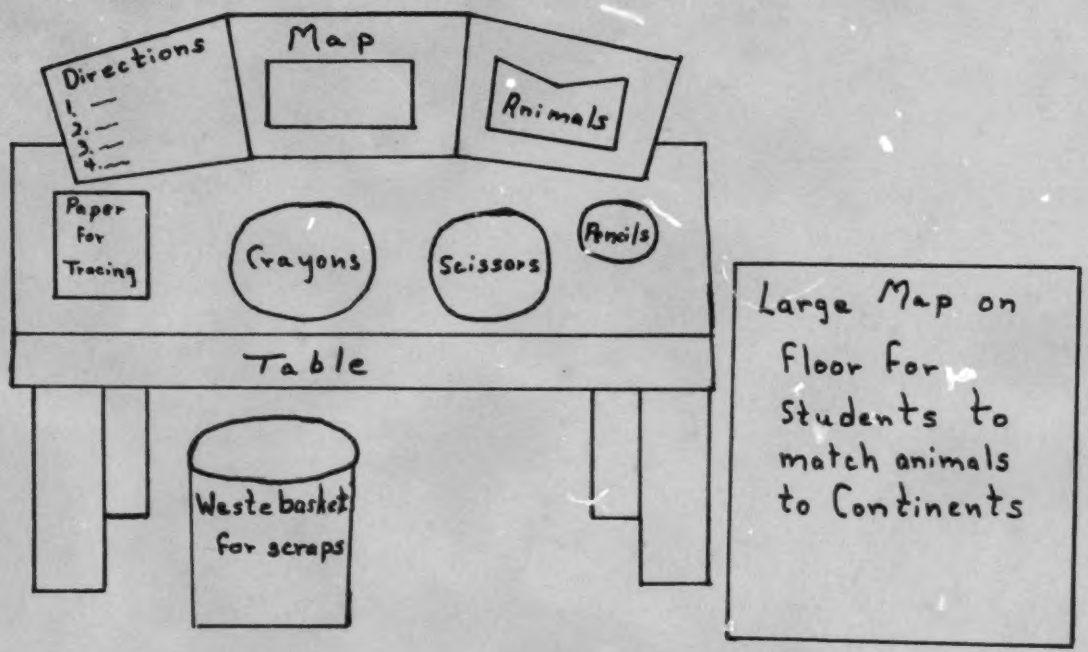
A. You may display the center as you wish or where you wish. The above is an example of my own. It is made from three sides of a cardboard box. The pocket to hold the animals is a manila envelope which is glued in place. The map and the animals are included in this activity. Directions are written on colored construction paper and glued on.

B. Trace and cut out the following animals and map for pieces to your center. The animals should be traced on heavy tagboard so children will be able to trace around them. Color animals any way you like. Write the name of the animal on the front and the continent on the back. Color code the continents by using the same color to write names on tagboard as their colors on the map.

C. Directions for the center should be typed or printed on colored construction paper.

Directions:
1. Trace the animal on your paper.
2. Cut the animal out.
3. Print the name of the animal on front of the animal.
4. Print the continent that the animal comes from on the back.
5. Color your animal.
6. Match your animal to its continent on the large map.
7. Check your answers with your teacher.
8. Take your animals home and share with your parents.
9. Clean up the center.

D. Assemble your center. Display in some activity corner in the room. Make sure you have materials for children at center.



Procedure:

Now that you are organized, the children should be able to work at the center independently while you are working with reading groups. Do not allow more than four students at the center at a time. You will need to decide on your own management and activities for other students. Student independence comes with training--explain thoroughly to the students the objectives and procedure. When I set up a new center, all the children want to know what it's for and when they get to use it. Take the time to explain the center to the *entire* class. Tell them to listen carefully because this will be the only time you will explain it. Be at the center with them. Let them do this all by themselves.

Points To Stress With the Children:

1. Demonstrate each step of the directions.

2. Step 7 - Check your answers with the teacher. This is done at the end of the class period. They just leave answers on the map until you are available.

3. Step 9 - Clean up - The condition of the center is dependent on the students. They will not be allowed to continue anything else unless the center is in good shape. A lot of frustration

and time is avoided for the teacher, if this is stressed early in student's center experience. Students learn to respect the time and effort you have put forth if you are *constantly* emphasizing the conditions of your centers. Also, an everyday spot check by the entire class at the end of the day keeps things neat and together.

Extension:

1. Have a coloring book of animals that children can trace from to find a new animal and its name. They are then shown where to find that animal. Read about the continent it is from in *The Animal World*, a Special Edition from Childcraft.

2. Have these same sets of animals made up for a writing activity center for advanced first, second, and third grade students. They may write the answers with a complete sentence, story, or book form. Ask leading questions such as: Where do I live? What do I like to eat? What color am I? What is my name? How big am I?

3. Cut animals into recognizable puzzle pieces and have children reassemble them.

Title: IDENTIFYING THE CONTINENTS

Introduction: A review of social studies materials for lower elementary grades reveals that the concept of continents is introduced but there are little if any manipulatives in dealing with the concept. The following worksheets are designed to give children practice in identifying and naming the continents. Social studies teachers often complain that upper-level students do not know the difference between "continent" and "country." With extra practice in the lower elementary grades of looking at the world in the context of continents or nation states, students will find it easier to look at the world and its parts later on. Most early social studies texts start with such concepts as family, neighborhood, community, etc., and do some comparison with other countries, on the basis that they are working from the child's experience level of these concepts. However, it is also important to broaden the child's concept of the whole world early in life by providing materials in this area. (The area considered Eurasia is not identified in order to avoid confusion.)

Objectives:

To help students identify the names of the continents.

To give students practice with identification and use of color words.

To help students match color words and continents.

Time: One class period

Materials: Handout #7, "Continents of the World"
Crayons
Large map (color coded) on poster board - optional

Procedure:

Step 1. Give a copy of "Continents of the World" map to each student.

Step 2. Have children practice naming continents with you.

Step 3. Distinguish between continents and ocean. (Use wall or poster map.)

Step 4. Help students put a line with black crayon under the names of oceans so they will not confuse them with continents.

Step 5. Complete worksheet from directions. It can be done several ways depending on the grade level or ability of students.

A. Do independently with teacher help if needed.

B. Read instructions with the entire class. Have students identify continent and color it is to be. Have students put a small mark, e.g., of green on North America, then have them finish on their own.

C. Copy colors from large poster map as an entire class or independently.

Follow-up:

Once students have completed this activity with the teacher, give it to them again for further reinforcement and independent work.

See next activity.

Title: THE WORLD CUTOUT

Introduction: Students will be asked to use the skill of map reading many times in their education. Reading maps is a skill that must be learned. When students work on a cut-and-paste activity in reading, they understand that the picture of the doll they paste next to the letter "D" is not the real thing but a representation. This activity provides students with the opportunity to realize that a map is not the real physical territory but rather a representation. They gain concrete experience to explore the territory and bodies of water on a world map.

Objectives:

To familiarize students with the continents of the world

To help students identify and recognize similarity or differences of the various continents.

To give students practice in matching the names and shapes of the continents.

To give students practice with their cut-and-paste skills.

To give students practice with color words.

To improve student map skills.

Grade Level: K-1 with help
2-3 independently.

Time: One class period--to be used with entire class or as seat work depending on skill level of students.

Materials: Handout #8, "Continents of the World"
Scissors
Glue
Crayons

Procedure:

Step 1. Give students map handout on white paper. (This is a repeat of previous activity so many students should be able to do it independently or with little help.)

Step 2. Have students cut out continents from white handout on heavy dark lines. (Students are more successful if you demonstrate where and how to cut out continents before they begin on their own.)

Step 3. Have students paste the cut-out continents on map on blue paper. The blue sheet emphasizes oceans of the world, water areas.

Step 4. Have students check answers with example you have made up. (Example and extra handouts should be somewhere in the room that the child could check answers independently.)

Step 5. If child has made a mistake (s)he is free to do activity over and copy the example, or work with a partner with the correct answers. But, students must first try on their own.

Follow-up: The following activity.

Title: WORLD JIGSAW PUZZLE

Introduction: This activity uses the idea that games are often a good method of familiarizing students with new information. The Puzzles are a source of entertainment for the child. At the same time a student works a puzzle game, (s)he is analyzing and thinking. This is a fun map exercise that will probably increase the likelihood that the student will remember basic geographic information that is central to this lesson.

Objectives:

To help students improve map skills.

To help students identify continents of the world and their relationships geographically.

To practice matching and putting together small pieces to make a whole.

To develop puzzle skills.

To have students make a puzzle that they can take home and share with parents.

To give students practice with color words.

Grade Level: K-1 with help the first time
2-3 independently

Time: One day

Procedure:

Step 1. Give "Continents of the World" map and an envelope to each child (Handout #7).

Step 2. Have children color the map and cut continents apart on heavy dark lines. Put map back together again.

Step 3. Have students put map pieces in the envelope to store. They can take map home to share with parents or keep map in envelope in the desk for students to keep as an independent activity or to refer to separate pieces when discussing a specific continent.

Title: PROVERBS AND THEIR ORIGINS

Introduction: People have the unique ability to speak, to use language. Language shapes thought. Thought in turn shapes language. We use language to express our views, concepts, and theories of ourselves, others and the world. People operate within a culture. Culture affects our world view. This world view is often ethnocentric--we feel that our way of living is often the best. Now and in the past there have been many world views because of the many cultures. This variety of world views can create conflict, innovations, change, etc., depending upon the circumstances. People of many cultures have contributed to the development of civilization. The purpose of this activity is to reveal to the students that many ideas and thoughts within our culture have not originated in this culture.

Objectives:

To help the student understand what a proverb is by discussing its' meaning and the culture from which it came.

To locate the continent from which the proverb originated and match the proverb to the continent.

Grade Level: K-3

Time: One class period--at story time or in small reading groups.

Materials: A large map of the continents with each continent in different colors.
Handout #9, "List of Proverbs"
Write each proverb on an index card. On the back, write name of the continent in the same color as on the map. Laminate for protection.

Procedure:

Step 1. Explain to the students what a proverb is. (A proverb is a short familiar pithy saying, expressing some well-known truth or common fact or experience.) Discuss uses of proverbs.

Step 2. Read the list of proverbs, ask the students what they think these mean. Help them clarify meaning in context of it's cultural background.

Step 3. Give each student a proverb card. Explain that the origin is printed on the back of the card. Help them to read it. Let them lay it on the map on the correct continent.

Discussion:

Remind the children of the things that Joey learned from other continents. Not only can we see the ideas, we can also read about them. Then ask the students some of the following questions.

A. Do you remember what a proverb is?

B. Who wrote these proverbs? Where were they from?

C. Did you think any of the proverbs were similar in their ideas?

D. Do you think your moms and dads know any proverbs? (If yes, ask the students to have their parents write them down and send them to the class.) Ask your parents if they know who first wrote them.

E. Would you like to memorize a proverb? If yes, which one? Can we make a practice of it?

Follow-up:

Ask students if they would like to hear some other stories written by people from different continents. If yes, go on to the next activity.

Title: DOT-TO-DOT: CONTINENTS

Introduction: Children enjoy drawing dot-to-dots. Most of the dot-to-dots form something like a clown, an animal, or a child at play. The purpose of dot-to-dots is to reinforce sequencing of some sort--alphabet, numbers, etc. The following worksheets were developed as extra worksheets to be used by students as seatwork to reinforce social studies concepts as well as reading skills.

Objectives:

To reinforce number sequence from 1 to 125.

To give practice in writing the names of the continents.

To practice identifying and using color words.

To practice making the shapes of the continents.

Grade Level: Second half of first grade to 3rd grade.

Time: One day to one week.

Materials: Handout #10, "Worksheets 1-6"
Crayons, pencil for each student.

Procedure:

Step 1. Give one or all the worksheets to each students. They could be stapled together or handed out as a single worksheet, one per day, depending on how you wish to manage it.

Step 2. Explain the directions to students, noting the three simple directions on the sheet.

Evaluation:

1. Let the students check their completed worksheets with a sample completed copy.

2. Teacher grades each one and returns them to students.

Title: FOLK TALES AND FAIRY TALES FROM OTHER LANDS

Introduction: "It is well for American children to discover early that their country is made up of many kinds of people, of many races, religions, and customs. Then the transition to thinking about peoples of other countries is an easier task."* Literature is one means of getting children outside their world view by listening to the view of a child from another land.

Objectives:

To develop an interest in and appreciation for children's literature.

To locate their origins on the map.

To discuss story parts, characters, plot, setting, traits, etc., of a particular story.

To discuss the origin of folk and fairy tales; diffusion of folk tales; predominant types of folk tales.

Grade Level: K-6

Time: Storytime

Materials: Use source book listed in footnote or whatever anthology book your school library has on hand.

Procedure:

Step 1. Select story of your choice and read to children. (Read story yourself before reading to children. Make a list of unfamiliar vocabulary and list of discussion questions.)

Step 2. Cite the origin of the folk or fairy tale. Locate origin by continent.

Step 3. Read a different tale each day. Choose tales so that children hear stories from all of the continents.

Discussion: Use your list of discussion questions.

Follow-up: Highlights for Children: *Social Studies: Children Around the World.* 2300 West Fifth Avenue, Columbus, Ohio, 43216.

*From *Arbuthnot Anthology.*

Title: WHO IS THAT?

Introduction: This activity is developed to provide students with an apportunity to explore the concept of "Change." Students should be aware that change is constant and occurring very rapidly. This idea is better understood by the younger student when they view the change that has occurred in themselves.

Objectives:

To collect pictures of him/herself and place in chronological sequence.

To discuss the concept of change--that as a child it occurs very rapidly.

To be able to write a statement about him/herself on the visible changes seen in the pictures and on changes that are not visible.

Grade Level: 3

Time: 2 class periods

Procedure:

Step 1. Send a note to parents requesting that the child bring 3 pictures of him/herself--baby, preschool, and current picture. You may want to stress that pictures will be mounted on paper so that they will not send expensive photos.

Step 2. When students have brought pictures to school, have them complete Handout #11. NOTE: If pictures are too large the students may copy worksheet on larger construction paper.

Step 3. Have students share and compare worksheets. Display around the room. This is a very enjoyable activity for all involved.

Step 4. Discuss the concept of change and their work. This is an introduction to the concept of change. Point out that change is constant and occurs over a period of time. Depending upon the situation, the change will occur at various rates.

Follow-up:

1. Have students compile a list of things they have that their parents did not have as a child.

2. Help children become aware of the fact that they are growing. They could mime this. First ask them to crouch very small and then slowly grow up to normal size. Then ask them to grow still further until they are adults to show how big they want to be.

Title: WHO KNOWS THE ANSWER?

Introduction: The questions from the brainstorming activity provide an excellent resource for creative writing starters and language experience. It is a way to evaluate students' present knowledge or misconception of a particular idea.

Grade Level: K-3

Time: One language arts period.

Materials: Writing paper or large story chart paper
Pencil
Students' questions
Pictures

Procedure: The procedure will vary according to the grade level or capabilities of students. This activity may be used with an individual, small group, or the entire class.

Alternative 1: Higher level--Independent

Step 1. Type questions on tagboard, cut into strips, e.g.:

What do people play?

What do people do for jobs?

Step 2. Students choose questions and answers in a variety of ways.

A. The students will write a sentence, a paragraph, or a story as a possible answer to the question. Or they may draw a picture to answer the question.

B. The teacher could provide a picture for the question and the students would then write a sentence, paragraph, or story about the picture.

C. The teacher could provide a picture of a particular people at work or play and the students would write a sentence, paragraph, or story about the picture.

Alternative 2: Lower level--Small group or entire class with teacher.

Step 1. Using the language experience approach, students give answers to questions and the teacher records the sentence

answers on a chart as they are given.

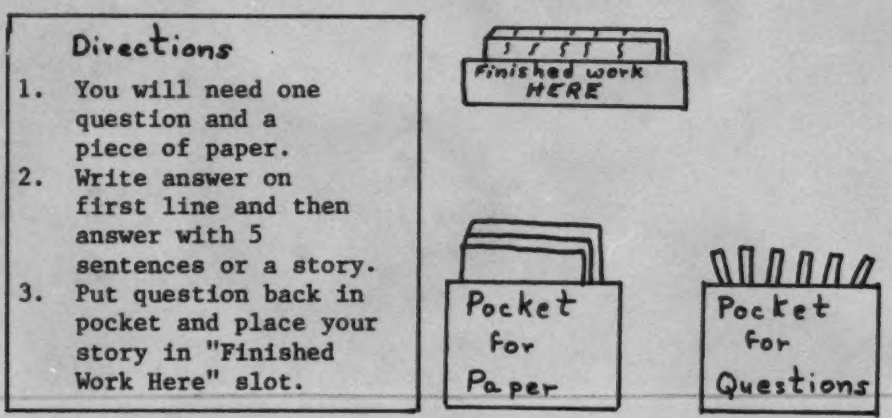
Step 2. The teacher reads the questions to the students while showing the picture related to that question. The students then tell their ideas about the picture and the teacher records them on the chart.

Step 3. The teacher reads the questions to the students while showing a picture of a particular people, tribe, or culture involved in the activity related in the questions. Ask the students to tell a story about the picture and people as you record it on story chart paper.

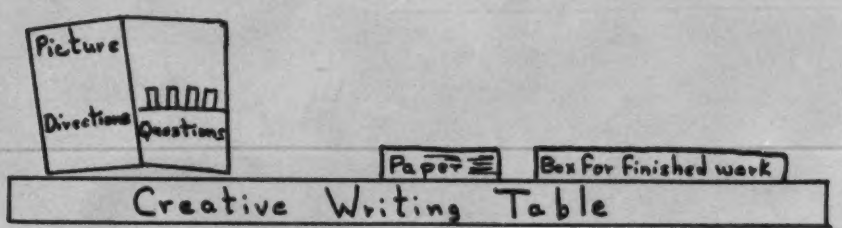
Evaluation: Evaluate for writing skills, and social studies knowledge and skills.

Follow-up: Alternative #1 as a learning center (s).

1. Bulletin Board - Who Knows the Answer?


Directions
1. You will need one question and a piece of paper.
2. Write answer on first line and then answer with 5 sentences or a story.
3. Put question back in pocket and place your story in "Finished Work Here" slot.
Finished work HERE
Pocket for Paper
Pocket for Questions

2. File folder center -

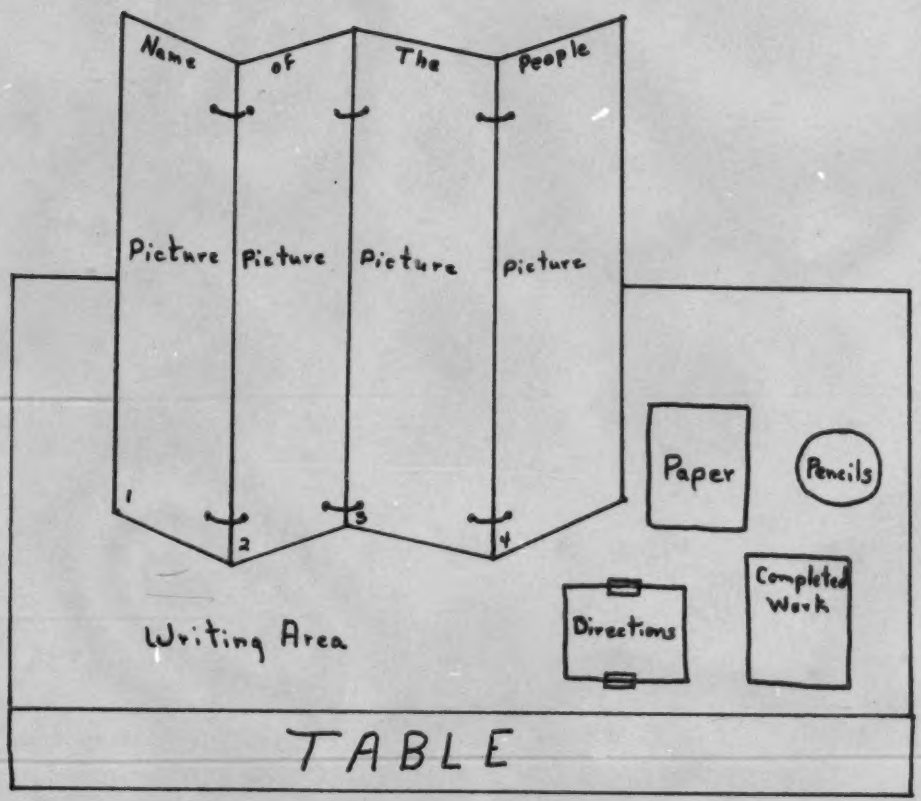


3. Triptych center -

Set up a triptych using sides of a cardboard box covered with pictures of a particular people doing a variety of tasks; one particular task; or various houses of those people. The number of possibilities depends upon your resources.

Student Directions:

1. Take a piece of paper and a pencil.
2. Write one complete sentence about each picture, using the name of the people in the sentence.
3. Put finished work in the "Completed Work" box on the table.



Title: TREE OF LIFE

Throughout the world the tree of life has become a symbol of mankind's desire to grasp the reality, mystery, and wonder of the universe. The child, too, contemplates the world around him/her, as well as the private world of dreams and fears and fantasies. And, like the adults, the child will often turn to the image of the tree--blossoming, nurturing, regenerating--to express that special vision of unity with the inner and outer world.

UNICEF

Introduction: The 1978 UNICEF calendar has 54 interpretations of the Tree of Life drawn by children from all over the world. In this calendar collection, a theme of nurturing and protection is central in the Tree of Life depictions. The Tree of Life is one of the earliest symbols of rebirth. The earliest trees were used in religions telling the story of Adam and Eve. However, the tree has inspired the mythology and folklore of our ancient ancestors as well as modern people. The children's trees of life can be made around various themes--peace, good and evil, dancing around the Tree of Life, family, etc., but it is best to have children depict their own image of the Tree of Life.

Objectives:

To help students express in an artistic way, their own view or image of the world around them, using the tree as the symbol.

To help students discover that children from all over the world can draw.

To help the student see the world from various perspectives--some similar and some different--from her/his own.

Grade Level: All

Time: Depends on media used.

Materials: 1. Children can express the Tree of Life in any art medium: clay, painting, drawing, papier-maché, etc., depending on what you, the teacher, wish to prepare.

2. Optional--UNICEF is an excellent source for children's drawings from around the world. Get samples of greeting cards, calendars, etc. It is helpful to show these to your students. See examples.

Procedure:

Step 1. Show children examples of other children's interpretations of the Tree of Life.

Step 2. Have students make their own Trees of Life using whatever medium that is appropriate.

Step 3. Have the artists make sure that their completed works are titled.

Step 4. Display the completed art. Have students discuss what is expressed in the pictures and have them explain their own work.

Step 5. Display the finished artwork at a P.T.A. meeting or in some prominent place in the school building. Include an explanation of the Tree of Life with the display.

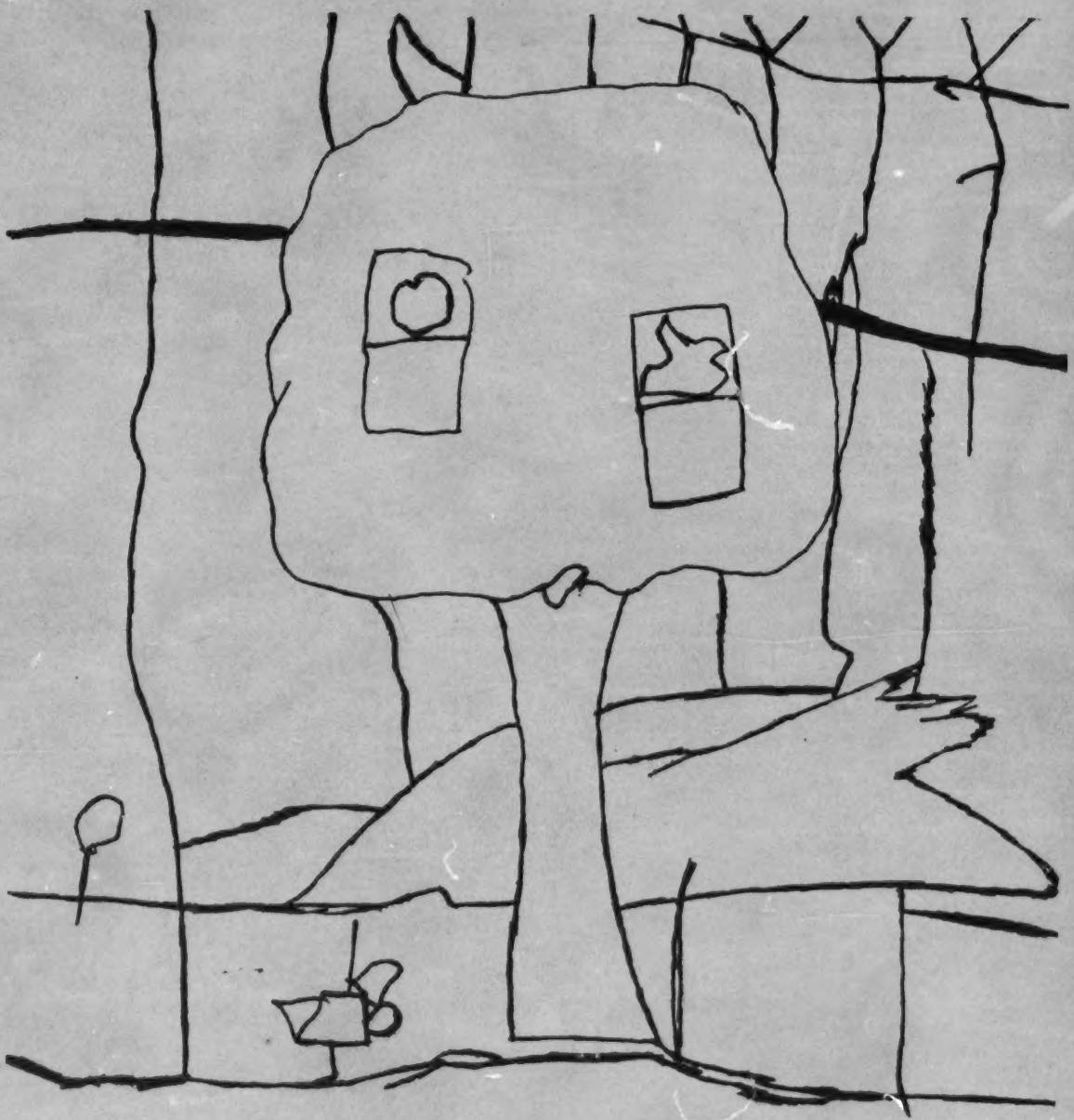
Follow-up:

1. Why are Trees of Life different from one another, or how are they similar?

2. What does your picture tell us about what is really important in life?

3. Do you think you were successful at communicating your idea? Would you like to expand on your idea, or is the idea complete and fully expressed?

Additional Suggestions: Make a slide show using the children's drawings. Have the students create a story about their pictures.
Note: Drawing traced from the *1978 UNICEF Calendar*, U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016
(Order desk calendars at $4.00 each plus 10% handling.)

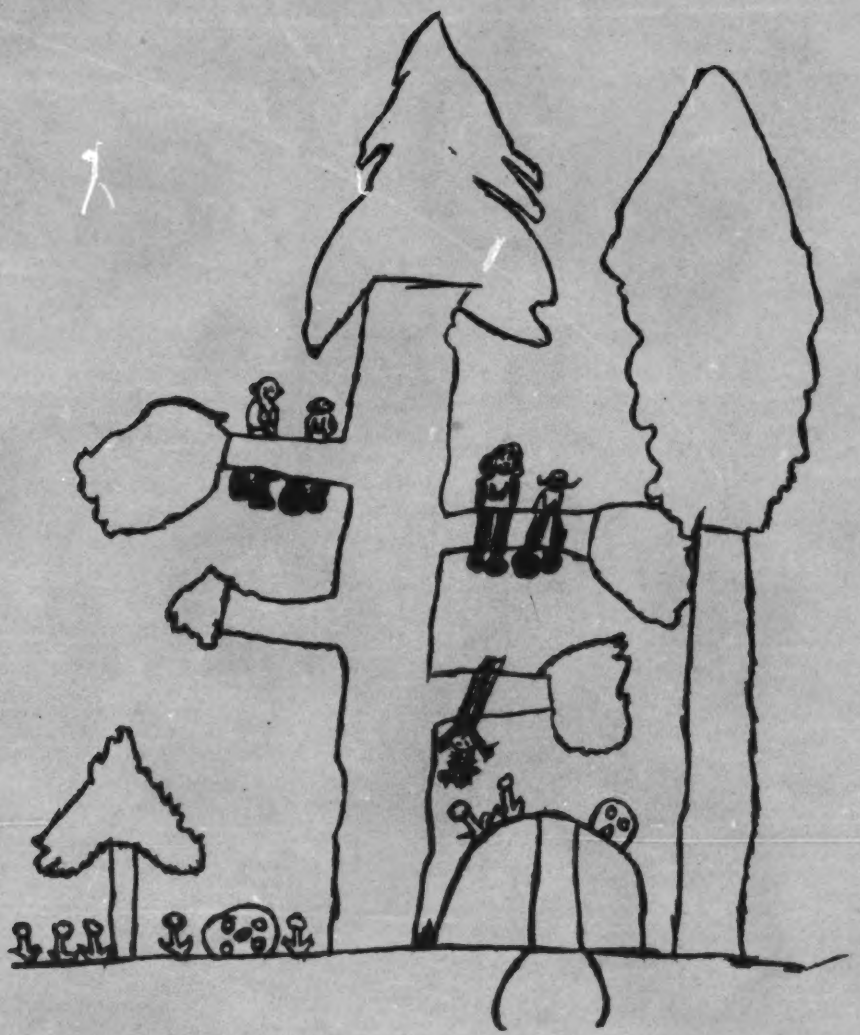


Stephen Bigmore
Age 5
Canada
"The Tree Holds Many Secrets"

c 1978 CTIR

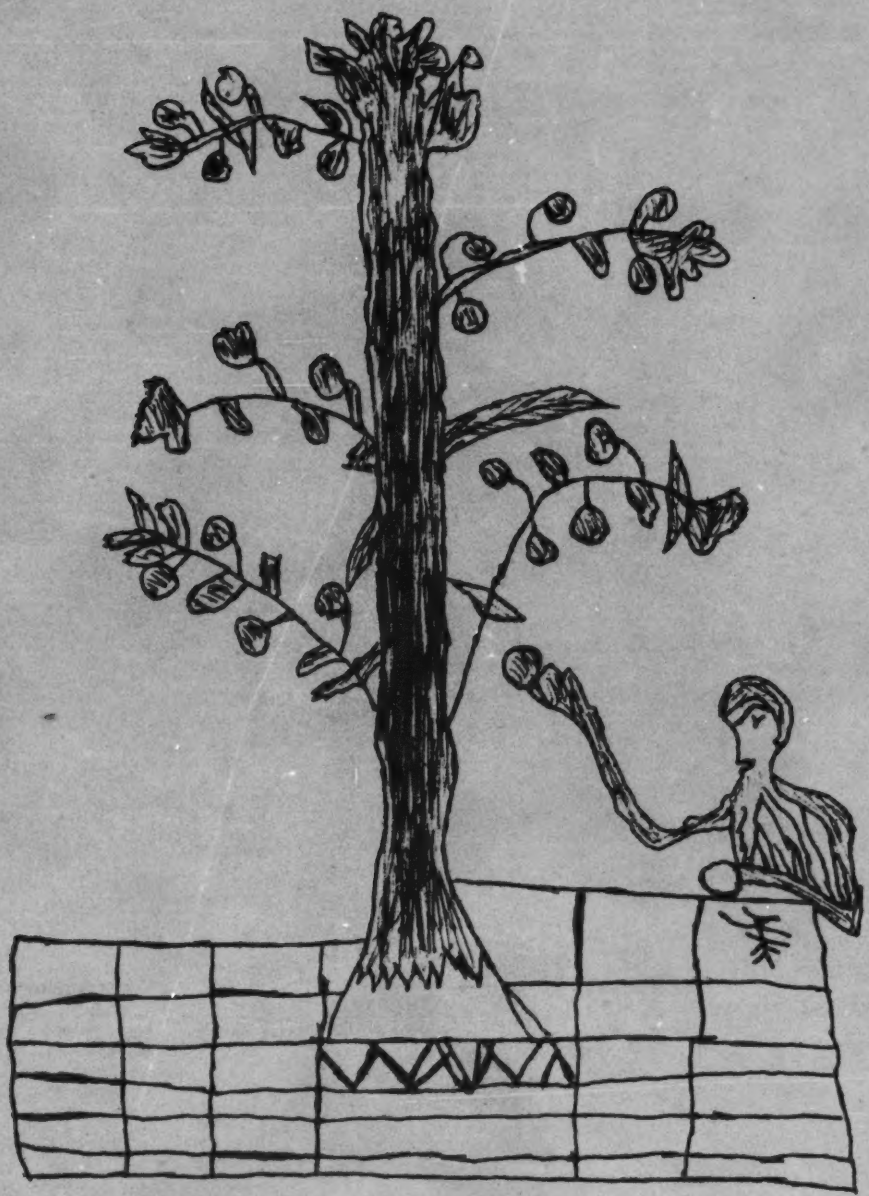
Christine Domeyer
Age 12
German Democratic Republic
"Peace Means Bread"

c 1978 CTIR



Pam Ivanoff
Age 8
United States
"Tree of Life"

c 1978 CTIR



John B. Tiwangye
Age 10
Uganda

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Title: FAT CAT

Introduction: Children love to play games and at the same time can learn while they play. This fat cat game was used only for reading until the vocabulary was changed. Now it can be used both for reading and social studies. There are probably numerous reading games in your classroom, that if altered slightly, can be used for both areas of study.

Objectives:

To increase vocabulary in social studies.

To give practice in identifying beginning sounds.

To give practice in spelling social studies vocabulary.

To give practice identifying numbers 0-5 or 0-12, and 1-20.

To give practice counting.

To help students with their ability to work and play together.

Grade Level:

Time: During activity or free time.

Materials: Handout #12, "Fat Cat"
Place a picture of the following vocabulary words in each square.
Pictures may be found in old reading workbooks or social studies books.

1. family	11. ocean
2. continent	12. sign
3. compass rose	13. flag
4. map	14. town
5. globe	15. money
6. country	16. school
7. food	17. map key
8. clothing	18. president
9. house	19. work
10. people	20. play

Color Fat Cat and cover poster with contact for protection
Dice and markers
Handout #13, "Answer Key"

Procedure:

There are three different purposes for this game depending on the level.

A. Increase social studies vocabulary - one child throws dice, then counts that number of spaces. If the child can name the picture the marker can remain on that space until the next turn. If the child cannot name the picture, the marker goes back to the beginning or the child loses a turn. Each child takes a turn until there is a winner.

B. Identify beginning sounds - Game is played the same way except when they land on a square they must name the picture and give the beginning sound. This can be self-correcting with one child using the answer key or supervised by the teacher.

C. Spelling - Game is played the same way except when a child lands on a square the pictured is named and spelled. This can be self-correcting with one student using the answer key or supervised by the teacher.

Alternatives:

This game is not restricted to these vocabulary words. You can use vocabulary from your own social studies series. Also, you can add more squares on the fat cat to increase the number of vocabulary words.

Evaluation:

1. Children using the answer key.

2. Periodic checks by the teacher working with the students.

Title: THUMBPRINT SENTENCES

Introduction: This activity is useful because it uses both a student's artistic ability as well as writing ability. It is also excellent because a student with limited writing vocabulary is able to draw the word and still write sentences, stories, or cards. This activity is designed as a language experience approach to help the student to record ideas about the family, community, school, and so forth.

Objectives:

The student will write a sentence or story using rebus sentences about himself or herself or community.

To give practice using proper sentence structure.

To help the student read what he or she writes.

To help the student write what he or she talks about.

To have students share stories and sentences with classmates.

Time: One day to a week

Grade Level:

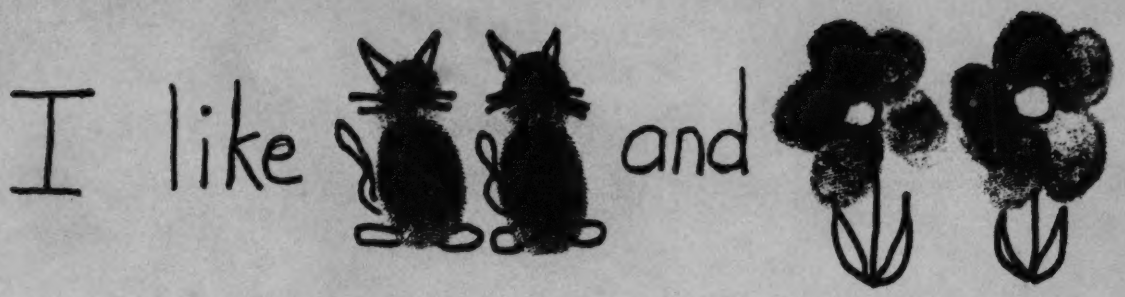
Materials: Stamp pads of various colors.
Paper
Markers or crayons
Handout #14, "Designs"
Towels to wipe fingers.

Procedure:

Step 1. Demonstrate on paper how to use stamp pad and discuss rules of exactly what is to get stamped!!!

Step 2. Let students make designs from design sheet or create their own.

Step 3. Have the students write a sentence about themselves using designs, e.g.:



Step 4. Have the students write a story about themselves and where they live.

Step 5. Have the students make greeting cards. (See samples.) Send it to someone in the community, e.g., a home for the aged.

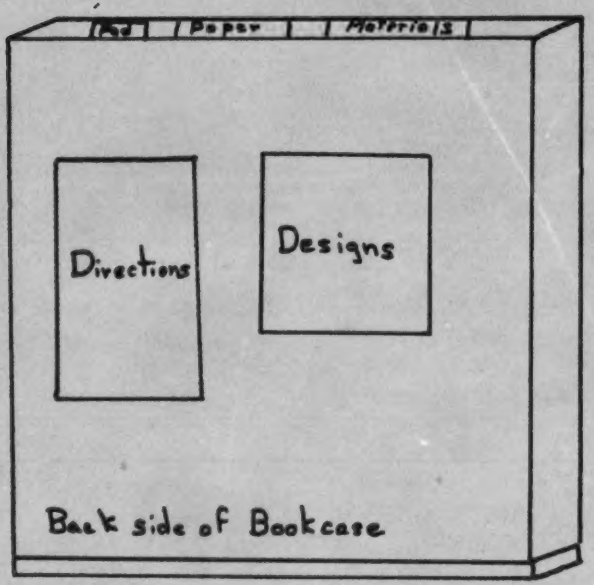
Step 6. Have the students make a picture of an animal or character and then write a story about it. (See samples.)

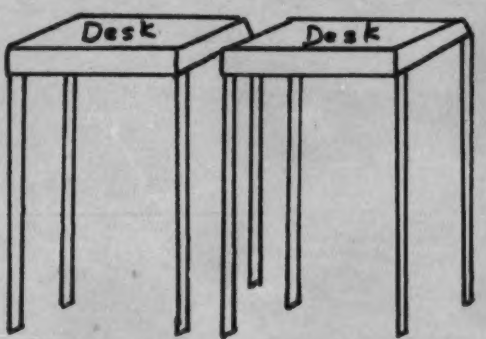
Step 7. Have each student make a picture and as a class combine them and make sentences or stories.

Follow-up:

1. The students can write very creative stories during language arts that revolve around particular social studies themes in your curriculum.

2. Center:





Directions:

1. Pick up a stamp pad and a piece of paper.
2. Write 5 sentences about yourself (or whatever you wish it to be). Or write a story. (Teacher should decide assignment for class.)
3. Put paper in box for completed work.
4. Clean your hands and throw tissues in trash.
5. Thank you!

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SAMPLE:

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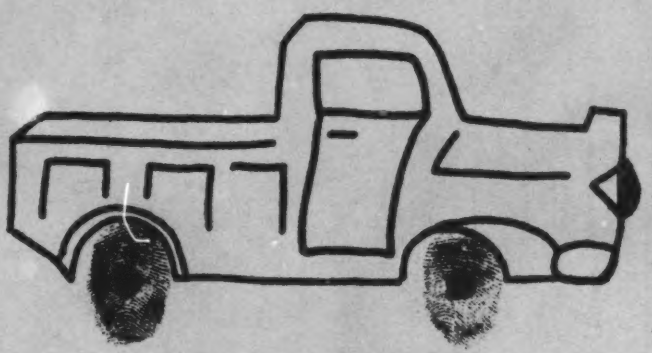
c 1978 CTI

SAMPLE:

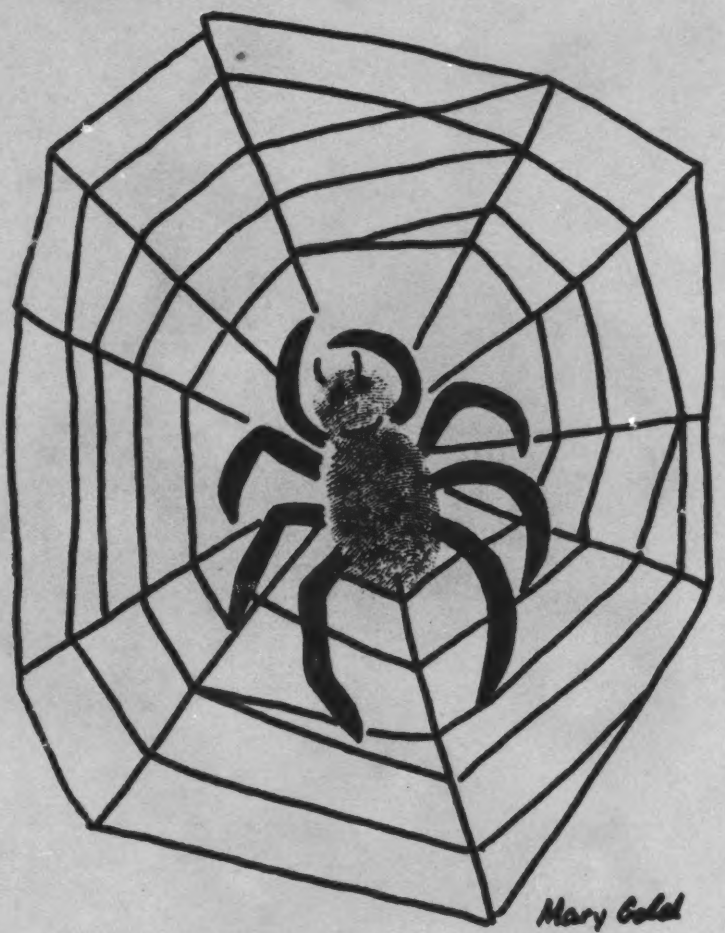


Mary Gold

53

c 1978 CTIR

SAMPLE:



54

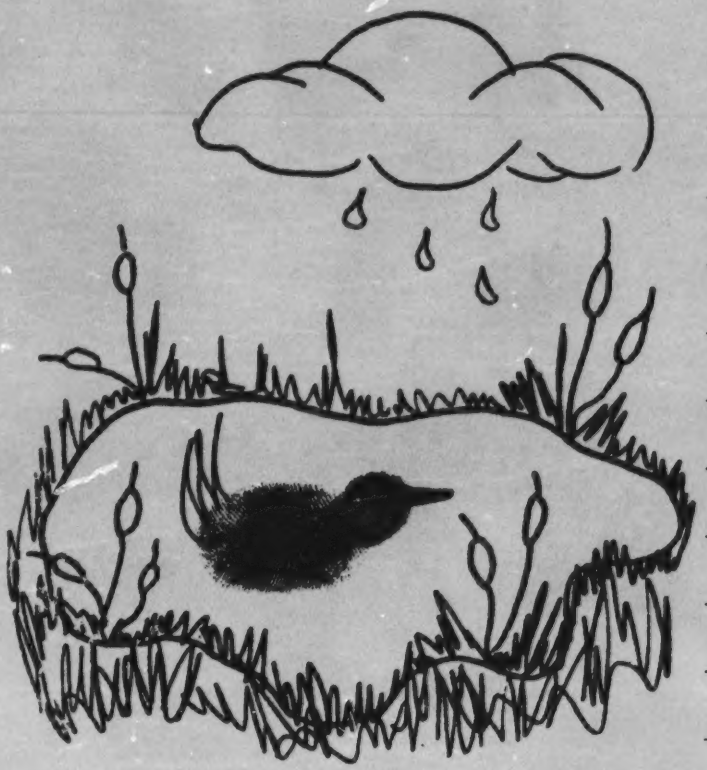
c 1978 CTIR

SAMPLE:

Mary Gold

c 1978 CTIR

SAMPLE:



Mary Gold

c 1978 CTI

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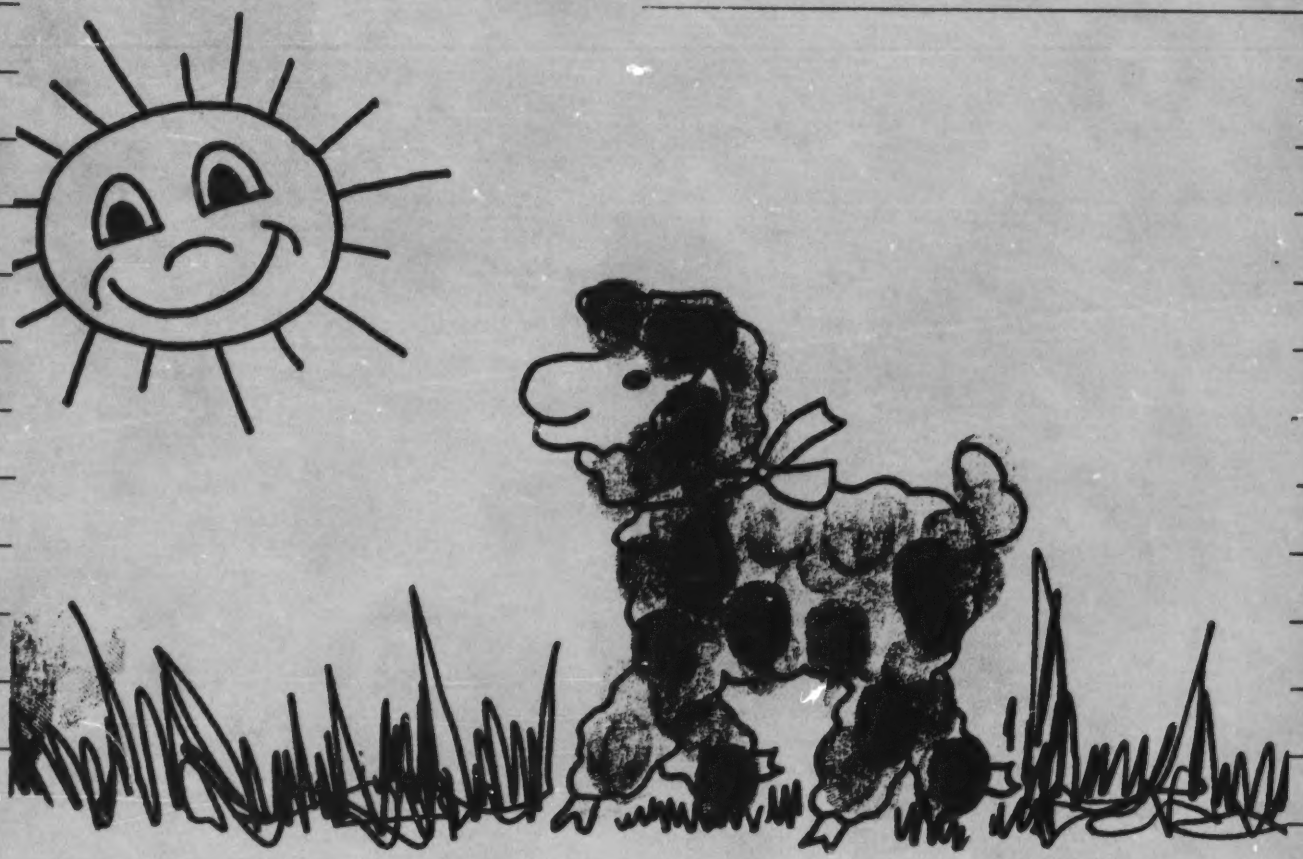
SAMPLE:



c 1978 CTIR

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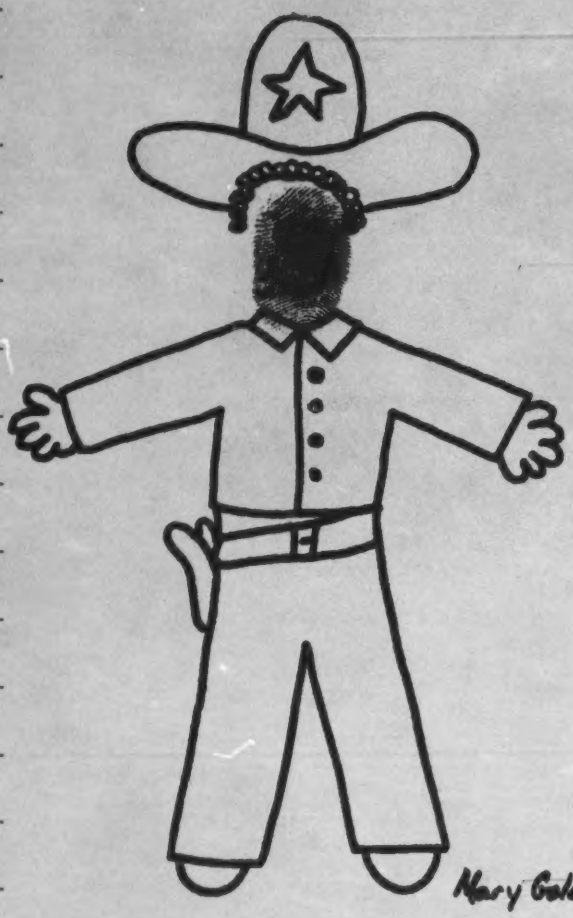
SAMPLE: Greeting Cards



Verse: From Thumbody that

Lovth you!

c 1978 CTIR

SAMPLE:

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c 1978 CTIR

Title: WORLD GAME BOARD

Introduction: Providing for independent activity is an important part of a child's schooling. In the primary grades much independent activity is done in small groups. Many times these groups are involved in some sort of game that the teacher has prepared to reinforce some skill in reading or math. One of the easiest games to prepare and use over and over is the game board. The game board usually has some theme and a road to travel, and usually in the primary grades you find themes like a zoo trip or a trip through the woods, etc. Instead of a storybook theme it is just as easy to pick a theme that visually reinforces a social studies concept. Therefore the students can practice math and reading skills and at the same time practice on a board that reinforces an idea learned in social studies.

Grade Level:

Time: Game board will be used at free time, centers, or independent work.

Materials: Poster board
Markers for coloring
Contact paper
Handout #15, "Map"
Reading vocabulary cards (These may be put on tagboard for use on game board. You may already have vocabulary cards from reading series. Also, picture cards are good for increasing vocabulary and for use for beginning, middle, and ending sounds. Also, you may wish to make up cards for math facts, or spelling, etc., because all cards may be used on the same board.)

Procedure for making game board:

Step 1. Enlarge handout of map on poster board by using opaque projector or draw map on poster board free hand.

Step 2. Make a road that travels around the various continents. Every so often put some of the following in a space:

A. Shipwrecked, lose 1 turn
B. High winds, move forward 3 spaces
C. Stopped for supplies, lose 1 turn
D. Stopped to visit, lose 2 turns
E. Icy waters, move ahead 1 space,
F. Etc.

Step 3. Put a space for cards on the board.

Step 4. Color the map.

Step 5. Cover board with contact paper for protection.

Step 6. Collect markers for board. These could be small ships or golf tees, which, when standing on end make excellent markers.

← You can put a small continent or ship of various colors on the tee by using tape.

Game Procedure:

Step 1. Materials - game board, dice, markers, and skill cards (reading or math, etc.)

Step 2. Students use this board like any commercial game board: Students throw dice and move that number of spaces. They then pick a card--depending on purpose, e.g.
A. vocabulary--student reads work, if correct then marker remains on that space, if incorrect, the marker is returned to original spot;
B. math--addition - if the student gives the correct answer, the marker remains, if incorrect it returns.

Step 3. The students proceed until there is a winner.

Step 4. This board may be used for any subject--the only thing that needs to be changed is the subject of the cards.

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Title: MODES OF EXPRESSION: HUMAN RIGHTS AND LITERATURE

Introduction: The United Nations General Assembly adopted, on December 10, 1948, with not a single country voting against it, the Universal Declaration of Human Rights. In article 25 of the Declaration it deals with the right of everyone to the *provision of minimum needs*. Hundreds of millions of people suffer from the lack of good food or not enough food, live in sub-standard and inadequate living conditions, and suffer from malnutrition and disease. The fact that not all people enjoy this right in our own country and other countries is nothing new to us. But who's problem is it? Who has the best solution? What can I do?, etc., are all questions that you and your students may ask, along with many others. The problem of the hungry, poor, and sick is a problem that has no simple answers. However, it is a problem that I feel younger children can begin to grasp an awareness of and become sensitive to. It is for this reason that *provision for minimum needs* is the single human rights theme for this activity. This activity is developed to begin to sensitize students to the problem by viewing rights through various modes of expression.

Background Information: Article 25 from the "Universal Declaration of Human Rights" section 1.

> *Everyone has the right to a standard of living adequate for the health and wellbeing of himself and his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.*

A. Modes of expression that could be possibly used in this activity with an explanation for same:
   1. History Books

2. Biographies - A written account of a person's life--life history.
3. Fiction - A literary work whose content is produced by the imagination and is not necessarily based on fact. Includes short stories, novels, plays.
4. Technical Books - explanation of the problem.
5. Poetry and Prose Books.
6. Philosophy Books
7. Magazines
8. Films - filmstrips
9. Proverbs
10. Information literature

B. This activity is dependent upon collecting various modes of expression from sources available to you at school and public libraries, nongovernmental and governmental agencies, your own personal collection of children's books, stories, and plays. This activity can become a unit or just used at storytime, depending upon teacher preparation.

Objectives:

To help students identify that there are different ways of writing about the same problem.

To familiarize students with the Universal Declaration of Human Rights with emphasis on Article 25, section 1.

To sensitize students to the fact that most everyone enjoys the right stated in Article 25.

To help students have an understanding and respect for all peoples, cultures, civilization and values, including domestic cultures and those of other nations.

To increase awareness of rights and also the duties incumbent upon individuals, groups, and nations toward each other.

Grade Level: 2-3

Time: Books may be read at Story time or during Social Studies class or a combination of both periods. Background information can be discussed at social studies period and at story time books are read for pleasure and information for a minimum of 2 weeks.

Materials: Books that deal with the theme of minimum needs from various modes of expression. See below.
Poster of Universal Declaration of Human Rights--Optional Purchase from United Nations Association office, 9th and Grant, Denver, CO 80203.

Procedure:

Step 1. Give background to students on the Universal Declaration of Human Rights. Be sure to point out Article 25 or write it on a poster.

Step 2. Read literature to students and tell them the type of book it comes from, e.g. poetry. (Note: Students will readily identify some modes of expression and others will be difficult. Keep in mind that this activity is for an introduction and beginning experience to modes of expression.

Step 3. Ask the students if they know which minimum need the author was writing about. Was that minimum need satisfied? Where do you think these children live? Can you help? If so, in what way?

Resources: List of children's books on the theme of minimum needs not being satisfied:

A. Biographies: From the perspective of children on the condition of inadequately met minimum needs, some of the best selections, and most available, are in the area of American minorities. Many are illustrated with contemporary photos of their living conditions.

Examples:

I Wish I Had an Afro by John Shearer--The hopes and dreams of a black ghetto family living in the heart of one of the richest countries, the U.S. Written from "little John's" perspective of family relations and the world situation.

I Wrote My Name On The Wall--Side Walk Songs by Ronnie Salbert--Pictures and prose poems of the joys of childhood in unexpected places in the city with recognition of the odds these children must face in pursuit of happiness.

They Call Me Jack--Puerto Rican and documenting memories, hopes and dreams of growing up in a strange culture and being poor.

Teaching About City Life from National Council for Social Studies--A book that uses various modes of expression in its content. Level is for upper grade students but it is an excellent source for teacher background.

B. Philosophy:

In Search of Peace by Roberta Strauss Feuerlecht--depicts lives of Pulitzer Prize winners: Martin Luther King,

Jane Adams, Ralph Bunche, Teddy Roosevelt. Individuals trying to establish peace and meet basic human rights in their philosophies.

C. Poetry: The following are all books of poetry written for children with some poems about not having enough, how it feels, and their hopes.

There Are Two Lives--Japanese children--by Richard Lewis
Sunset in a Spider Web--Korean children--by Virginia Olsen Baron
My Shalom, My Peace--paintings and poems by Jewish and Arab children.
Don't Tell The Scarecrow--Japanese
Four Corners of the Sky--Indian children--by Theodore Clymer
Teaching About City Life--note Biography

Example of Poetry:

Father have pity on me
Father have pity on me
I'm crying for thirst
I'm crying for thirst
All is gone, I have nothing to eat.
All is gone, I have nothing to eat.

Arapahoe.

If you talk too much, you are swindler
If you talk too little, a fool
To be poor is to be mocked
To be wealthy is to be hated
I think to live under this sky
is a difficult hing.

Kim Sang Young, a Japanese child.

D. Technical Books: Lawrence Pringle, *Nature and Science* magazine editor, writer. Writes for children:

One Earth, Many People--The challenge of human population.
Our Hungry Earth--The World Food Crisis

A B C's of Ecology by Isaac Asimov--outlines food chains, recycling, over population and pollution.

Save the Earth--Ecology Handbook for Kids by Betty Miles

E. History: Many books written on a child's level are available at the library:

History of the United Nations
Story of Eleanor Roosevelt

F. Proverbs: *Intercom Magazine*, November 1977

G. Films and Filmstrips: UNICEF--excellent source
Write: UNICEF, 10th and Grape, Denver, CO 80203

H. Fiction books: Stacks and stacks at the library.

I. Research: Have students collect and check out books which they find in the library which deal with the topic of provision for minimum needs.

Title: STORIES FOR CHILDREN: VALUES, CONFLICT AND OTHER SOCIAL TOPICS*

Introduction: Stories can help children understand concepts better, especially when a good discussion accompanies each story. Here are some guidelines for discussing values and conflict situations in stories. You can select stories from the following annotated list.

Objectives: The class should be able to achieve these understandings:

When people have a problem, they try to do something about it.

Some things will solve the conflict.

Some things could make it worse.

Actions have consequences.

Grade Level: K-3

Time: Varies

Materials: See Annotated Bibliography to select a story book, or use your favorite material.

I. Introductory Discussion: A good way to begin dealing directly with a subject is to use a reader and play a simple game of "what if."

Procedure:

Step 1. Read any story or poem that involves a conflict or dispute.

Step 2. Ask "what if" and present the children with a change in the situation.

Step 3. Present more "what ifs" from stories or imagination.
What if you were a squirrel and winter were coming?
What if another person had a toy you wanted?

Step 4. Let the children imagine different conclusions. These can be realistic or fanciful. The main point is for them to see a range of possible choices, some clearly better than others.

Step 5. Ask which endings the children like and why, which endings make things worse?

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*Adapted from David C. King, *Conflict: Number Two in a Series of K-12 Guides. Part A, K-3* (New York: Center for War/Peace Studies, 1975), pp. 2-3/

II. Identifying Conflicts: It is important for children to gain practice identifying different kinds of conflicts and the actors involved.

Procedure:

Step 1. Read a story to the class, or present a "what if" situation.

Step 2. Ask the class:
Who has a problem?
What is the problem about?
How does it end?
Can anyone think of better endings?

Step 3. You can pursue the idea of possible endings by asking "and then what would happen?" (This is a questioning technique employed in the Taba series.) This encourages children to think about the consequences of actions.

ANNOTATED BIBLIOGRAPHY OF STORY BOOKS

Berger, Terry. *Being Alone, Being Together.* 1974. Advanced Learning Concepts. A young child's range of feelings are explored as the child confronts both loneliness and being alone, and other people and being together. Emotions.

Berger, Terry. *Big Sister, Little Brother.* (Raintree Editions) 1974. A little brother has mixed feelings about his loving but protective older sister. 1. Brothers/sisters 2. Independence/dependence

Berger, Terry. *A Friend Can Help.* 1974. A young child whose parents do not live together acquires strength and self-esteem from her relationship with a friend. 1. Friendship 2. Divorce

Burton, Virginia Lee. *The Little House.* Houghton Mifflin and Co. 1942. Renewed 1969. Boston. 1. Environmental changes 2. City life vs. Country life.

Busch, Phyllis S. *City Lots: Living Things in Vacant Spots.* 1970. The World Publishing Company. N.Y. & Cleveland.

Cretan, Gladys. *All Except Sammy.* Little Brown & Co. 1966. Everyone in Sammy's family was musical except Sammy--all Sammy could do was play baseball. Sammy feels left out of his family. He tries hard to play an instrument, but he has no talent but baseball. One day he learns something important about himself--"He can draw."

Conta, Marcia Maker. *Feelings between Brother and Sisters.* Advanced Learning Concepts 1974. Fourteen stories explore various aspects of sibling relationships. Brothers and sisters.

Conway, Judith. *I'll Get Even.* Raintree Publishers Limited. 1977. A youngster deals with his feelings of being left out when his brother and friends won't let him build a kite. 1. Behavior--Friction 2. Brothers and Sisters

Elling, Mary and Michael Folsom. *The Secret Story of Pueblo Bonito.*

Gauch, Patricia Lee. *Christina Katerina and the Box.* Coward, McCann & Geoghegan, New York. 1971. Christina finds a refrigerator box and her mother continually tries to throw it away but Christina keeps coming up with new creative ideas as to what the box is--her castle, clubhouse, race car, playhouse--until there is no more box left.

Helena, Anne. *The Lie.* Childrens press, Raintree Publishers Limited. 1977. A young girl tells a lie to avoid the consequences of what she has done. This book is open-ended for discussion and decision making--shows inner conflict.

Hogan, Carol G. *Eighteen Cousins.* Parents Magazine Press, New York. 1968. 1. Individuals vs. family. 2. Joy of family?

Keats, Ezra Jack. *Louie.* Greenwillow Books. 1975. About a very quiet boy named Louie who never said a word until one day at a puppet show he saw a puppet, "Gussie," who made him jump up and start talking to the puppet in front of the audience. He went home and day dreamed about it and to his surprise, he followed a string and there was the puppet sitting on the back step. 1. Friendship 2. Shyness 3. Love

Keegan, Marcia. *The Taos Indians and Their Sacred Blue Lake.* Julian Massner, a division of Simon & Shuster, Inc. New York. N.Y. 1972. Describes the sixty-four year struggle of the Taos Indians to regain ownership of their sacred land from the United States government.

May, Julian. *Why People Are Different Colors.* Holiday House, New York. 1971. The people of the U.S. and of all the world, vary considerably in complexion. Since the first treemen evolved in Africa over two million years ago (no one knows their color), people's skin color has changed in various climates and localities. The eyes, lips and noses have changed, too. Adapting to one's environment is one reason for variations in the characteristics of people. Another reason is that human beings have mingled and produced new combinations.
In this book, the author helps us understand what causes the biological characteristics of different races and makes it easier for us to see that we are a single human species whose oneness is far more basic than its variations. Note: K-3--good reference and display for kids; 3-6--good reading in science/social studies.

Sharmat, Marjorie Weinman. *I'm Terrific.* Holiday House, New York. 1977. Jason Bear thinks he's terrific and even awards himself gold stars for superior performance in his chores. His friends don't like him or to be around him. 1. Pride and vanity--friction 2. Forest animals

Simon, Norman. *I Was So Mad.* Albert Whitman and Company, Chicago. 1974. Text and pictures relate situations which sometimes result in such reactions as frustration, anxiety, humiliation, and loss of control. 1. Anger 2. Emotions

Simon, Norman. *Why Am I Different?* Albert Whitman and Company, Chicago. Portrays everyday situations in which children see themselves "differently" in a family life, preferences and aptitudes, and yet feel that being different is all right.

Udry, Janice May. *What Mary Jo Shared.* Albert Whitman and Company. A little Black girl shows her father at Show and Tell. 1. Conformity 2. Isolation 3. Shyness 4. Sharing

EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding *Teaching Reading in the Social Studies: A Global Approach for Primary Grades*. Please fill out this questionnaire and return it to the address below.

1. Which of the activities did you find most useful, and why?

2. Which of the activities did you find least useful, and why?

3. What suggestions do you have for improving this unit?

If you have materials on teaching reading and social studies concepts in lower elementary grades that you or your school district have developed and wish us to look over and consider for publication, feel free to send us copies.

Center for Teaching International Relations
University of Denver (Colorado Seminary)
Denver, Colorado 80208

HANDOUTS

RULES FOR BRAINSTORMING

Handout #1

1. Express no negative evaluation of any idea presented.
2. Work for quantity, not quality--the longer the list of ideas, the better.
3. Expand on each other's ideas; elaborate wherever possible.
4. Encourage zany, far-out ideas.
5. Record each idea, at least by a key word or phrase.
6. Set a time limit and hold strictly to it.

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TRAVELING THE WORLD WITH CAPTAIN THINK

by Mary Gold

I would like to tell you a story about a little boy named Joey. Joey, who is six, is about to wake up to start another beautiful day. What Joey didn't know is that before he goes to school he will take a trip to different continents of the world. "Impossible," you say? "Nobody can take a trip that fast and still be on time for school!" Well, would you believe Joey does take such a trip almost everyday? And I bet if you listen very carefully you, too, take the same trip every morning! Fasten your seat belts! We are about to take off with Joey and travel the world on *Idea Airlines*. Are you ready? OK, let's listen to what Joey does when he wakes up and discovers someone other than his Mom talking to him.

"Joey! Joey! Time to get up for school," said Mom. Joey sat up in bed, stretched, and then he heard a strange voice calling him.

"Joey. Joey. I'm your pilot on Idea Airlines and you and I are going to take an unusual idea trip while you get ready for school."

"What do you mean an idea trip?" asked Joey. "And where are you? I can't see you! What's your name?"

"Hold on Joey, don't get excited. My name is Captian Think, or is it Captain Thought? Oh well, who cares. Joey you can't see me because I'm talking to you from inside your head! I'm a good friend of Stewardess Brain. We work very closely together to help you do very well in school."

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"What? I think I'm still dreaming!" said Joey. "Maybe if I call for Mom I'll wake up!"

"Shh," said Captain Think Thought. You can't tell Mom or Dad because my plane is not big enough for them. I've got a whole group of first graders on this plane too!"

"OK, OK, but where are we going?" asked Joey.

"Nowhere," said the Captain, "but right in this house. Almost everything you touch this morning is going to take you to many faraway lands." Joey looked puzzled but still listened. "Joey, you see the globe on your desk?"

"Yes." said Joey.

"Well, you better get it because you'll need it to find out where all the places are that you will visit this morning," said the Captain. Joey gets out of bed, walks to his desk, picks up his globe, and spins it around while he returns to jump up on his bed. (Have a globe and a map of the world ready for class.) "OK Joey, now you are ready to travel. Joey, what are you sitting on?"

"My bed," said Joey.

"Joey did you know that a bed was first made by people in Asia Minor? It was their original idea." said the Captain.

"What's original?" asked Joey.

The Captain answered, "It means brand new. Nobody ever thought or did it before."

"What's an idea?" asked Joey.

"That's well. . .well you know, when you make something like a horse or dish from a ball of clay? That's an idea! It starts as

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as an idea in your head and then your brain tells your hands how to make it." said the Captain. "Joey, can you find Asia on the map?"

"Yeah!" said Joey. "Right here!"

"Right," said Captain Think Thought! "Do you want to go somewhere else now, Joey?"

"You bet! Where to Captain?"

"Well, the pajamas you are wearing--that idea came from India. That also is in Asia," replied the Captain.

"Got it, keep going Captain!" exclaimed Joey.

"Well," said the Captain, "your pajamas are made from cotton which was first grown in India. Your blanket is made of wool which came from an animal first found in Asia Minor. Your pillow case is silk which was discovered by the Chinese in China, which is also in Asia. That clock on your table was invented by people in Europe."

Joey sits on his bed spinning and spinning his globe, when he hears his Mom.

"Joey? Are you awake?" asks Joey's Mom.

Joey, pointing to all the different places on his globe shouts back, "Yes, Mom!"

"Well hurry up, you'll be late for school!" she says.

"OK, coming!" Joey says. "Captain Think, I'd better get a move on it, or I'll be in big trouble!"

Captain said, "OK, but don't forget your globe! Go do what you have to, I'm always with you." Joey jumps out of his bed with his globe under his arm and rushes to the bathroom. There he starts his bath water and once again he hears the voice of Captain Think! "Hey

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Joey! Did you know that the bathtub you are sitting in is only a little bit different from early Roman bathtubs? The Romans were from the continent of Europe."

Joey spinning the globe on the floor next to the tub, accidently knocks the soap on the floor. "Whoops!" said Joey as he picked up the soap. "I bet you were going to tell me that even the idea of soap came from somewhere else in the world!"

"Right Joey!" said the Captain. "It was an idea of a people called the Gauls who were from Europe. The tiles on the floor are an idea from the people in the Near East which is in Asia." Joey then grabs a Turkish towel, as he dries off. Captain Think tells him that it was an idea from Asia. "Can you find where Turkey is Joey?"

Joey is searching for Turkey on the globe when there is a bang on the bathroom door. "Joey, aren't you finished yet? Hurry up, I have to shave," said Joey's Dad.

"OK Dad, I just have to brush my teeth," Joey replied. Joey begins to brush his teeth.

Captain Think whispers, "Joey, the people of Europe were the ones who gave us the practice of brushing our teeth. The sink is made of porcelain which came from China, in Asia, and the glass was invented by the Egyptians. Do you remember that Egyptians are from Asia, too? Can you find Asia?"

Joey, again playing with the globe, hears a bang on the door. "Joey, that's the longest I've ever seen you spend brushing your teeth and who are you talking to?" asked Joey's Dad.

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Joey opens up the bathroom door and says, "Nobody, Dad, I'm just counting each stroke."

Joey hears Captain Think say, "Shaving is an ancient Egyptian idea!"

Joey thinks, Egypt, and shouts, "Asia!"

"What?" asks his Dad.

"Oh nothing, Dad!" Joey says as he grabs his globe and runs from the bathroom toward his bedroom.

Meanwhile Dad shakes his head with a puzzled look and says, "That kid!"

Once in his bedroom, Joey begins to dress. "Joey, clothes were first made by the Nomads in Asia, and your buttons are like those first found in Europe."

Joey plops down in his chair to put on his shoes and shouts, "What about this chair?"

Captain Think replies, "From the Near East, remember, in . . ."

Joey calls back, "Asia!"

"And the idea for shoes is from ancient Greece, in Europe," said the Captain.

"Wow!" exclaims Joey, as he runs to the mirror to see how beautiful he looks.

"Joey, the mirror is an invention from Europe," said the Captain.

Joey stares in the mirror for a moment and he thinks he sees Captain Think.

"Don't you remember me?" asks Joey's Dad, as he straightens his tie in the mirror.

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Joey turns around, startled, and replies, "Dad, you know your tie came from Europe?"

"No it didn't, your grandmother gave me this tie last Christmas, Joey. What's the matter with you today?" asks his father.

Just then Mom shouts, "Breakfast is ready!"

Joey's Dad picks him up and whirls him around and they have a race to the breakfast table. Joey wins but he races back to get his globe which he sets in the middle of the table. "This is for show-and-tell," says Joey. "I don't want to forget it."

At the breakfast table Joey listens to Captain Think while Mom and Dad discuss the rainy weather. "Joey, your Dad's coffee came from a plant discovered first by the Arabs in Asia. Your spoon and fork are both original ideas from Europe. Sugar was discovered in India, which is in Asia, and the milk you are drinking comes from cows who were first raised in Asia, too. In the bowl of fruit you see oranges that were first grown in Europe and grapes first grown in Asia."

Joey's Mom sets his breakfast plate before him.

"Looks great, Mom!" says Joey.

"Thank you, Joey," replies his Mother.

Once again, Captain whispers to Joey that the idea for the waffles came from the Scandanavians and that Europe is also where the first pig was raised. And you know that's the animal we get bacon from. Just like we get eggs from hens. . .well, they were first raised in Asia. The china plate you are eating from--that's an idea from Asia.

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Captain Think is interrupted by Dad. "Joey, quit your daydreaming and listen to your Mother."

"Joey it's raining outside. I want you to wear your boots and take an umbrella," says Joey's Mom.

"OK, Mom."

Just then his Dad begins to read the newspaper and Captain Think whispers, "Your boots were an idea from South America, and your umbrella was an idea from India in Asia. Your Dad's newspaper, well, the idea of printing came from Germany in Europe and paper came from China in Asia."

Joey's Dad looks at his watch and says, "I better hurry or I'll miss my train."

And Captain Think replies, "The idea for a train came from England, in Europe."

Again Joey hears his Dad, "Joey, Joey, come on, we'll be late. Here's your lunch money." Joey's Dad gives him two coins. Joey hears, "Coins were an idea of the people from ancient Lybia, which is in Asia."

Joey drinks the last of his milk and begins to leave the table.

"Joey," Mom says, "practise your letters well today. Your printing needs some work."

Joey hears Captain Think say, "Letters came from the Semites in Europe."

Joey, staring at his Mom is soon given a shake by her. "Joey, where's your head today?" she asks.

"Oh, a lot of places, Mom!"

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"You seem miles away. I hope you pay better attention in school than you are now."

"I will, Mom," says Joey. "Mom, did you know that the idea for these waffles came from. . ."

"Not now, Joey, you'll be late for school. Now run along and don't daydream while you walk to school."

Joey's Mom kisses Joey goodby and hands him his globe. She watches while he skips off to school.

Once again while Joey is walking alone to school, he talks to Captain Think. "This sure has been a fun trip, Captain Think. We sure have learned a lot of things from many people all over the world! I always thought they were all American ideas. I can't wait until I tell the kids during show-and-tell, Captain Think. I really have a lot to say today."

"That's good, Joey. I'm glad you learned so much, but you better fasten your seat belt. All you other first graders that have been listening, also better fasten your seat belts. We are about to land back in school. Mmmmmmmmmm, urk, Here you are! Hope you had a nice trip. And remember, be sure and use your brain and maybe you, too, can invent something."

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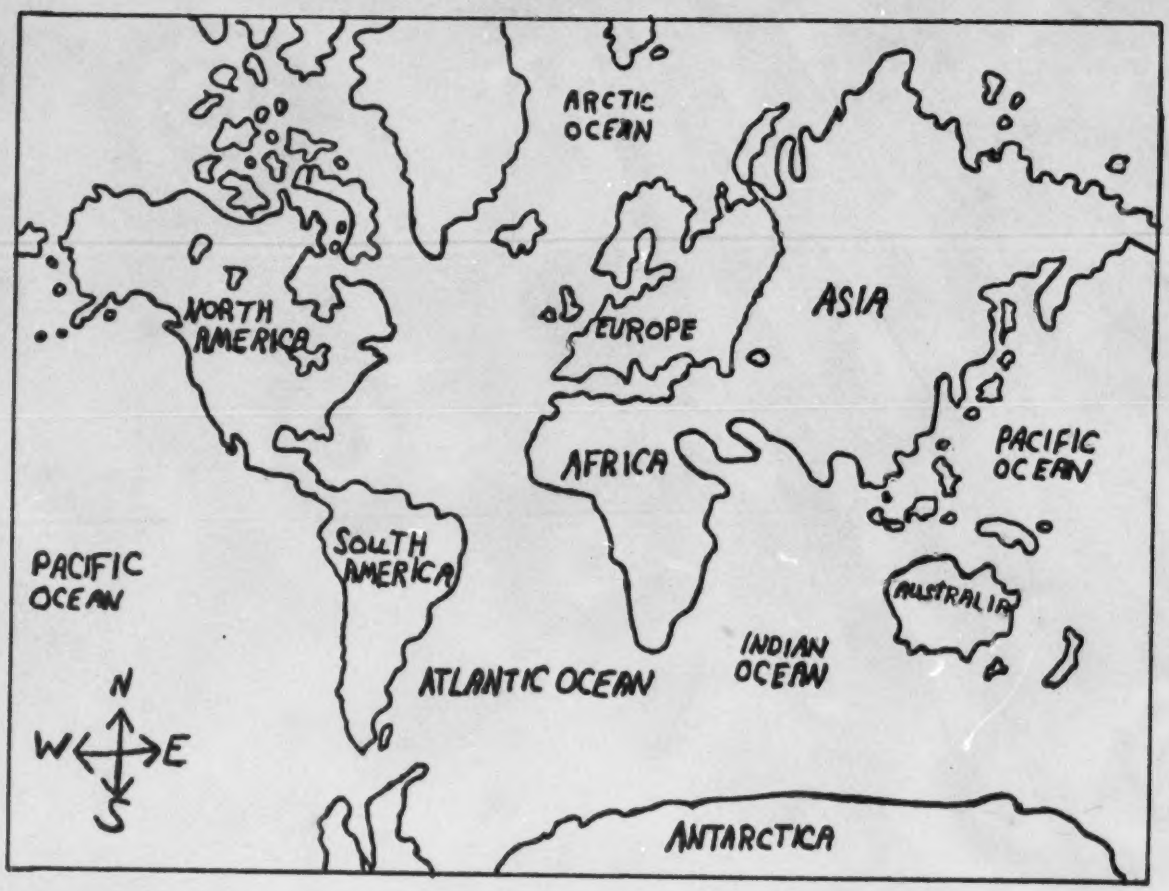
Handout #3

MAP



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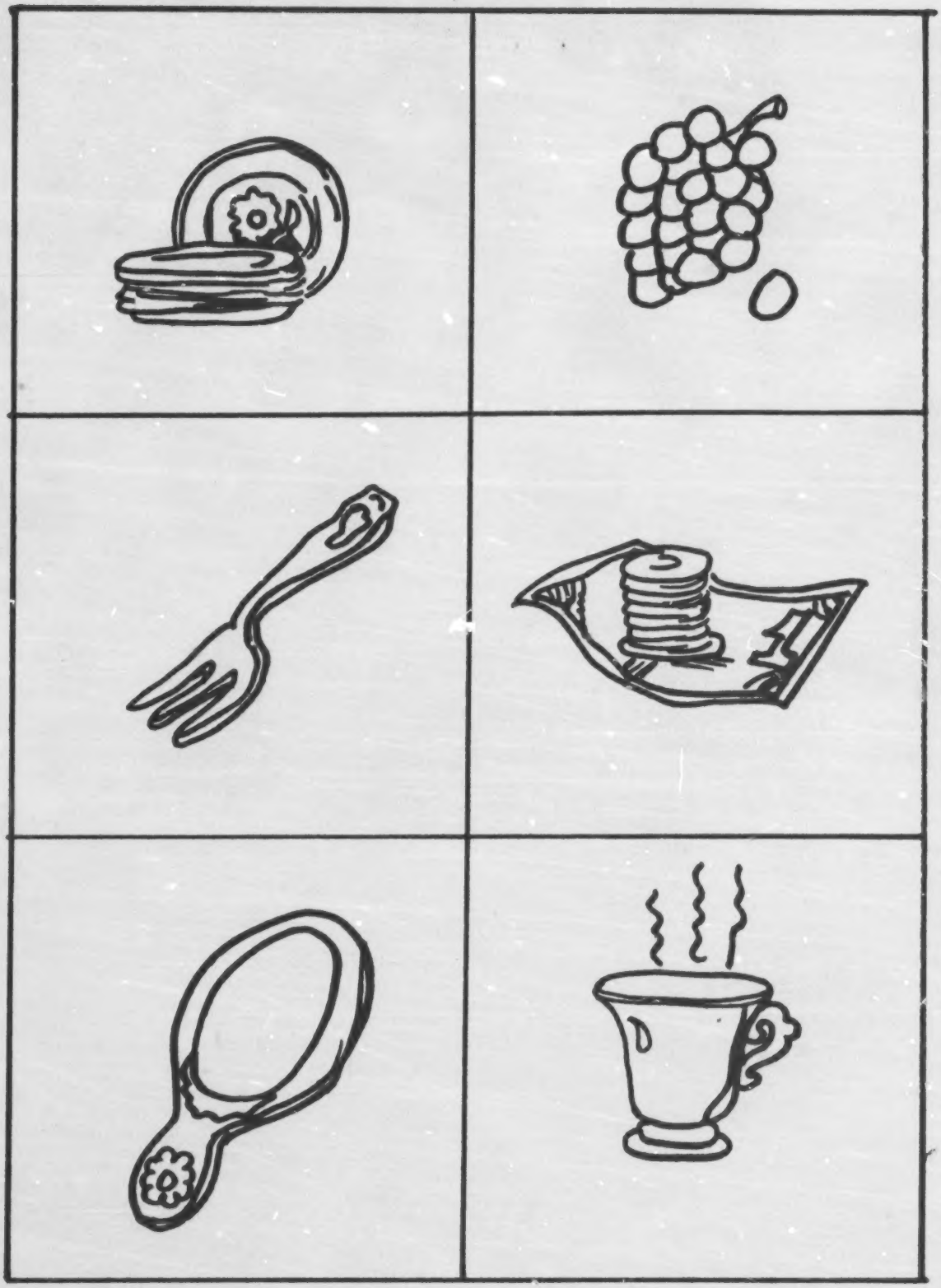
PICTURES



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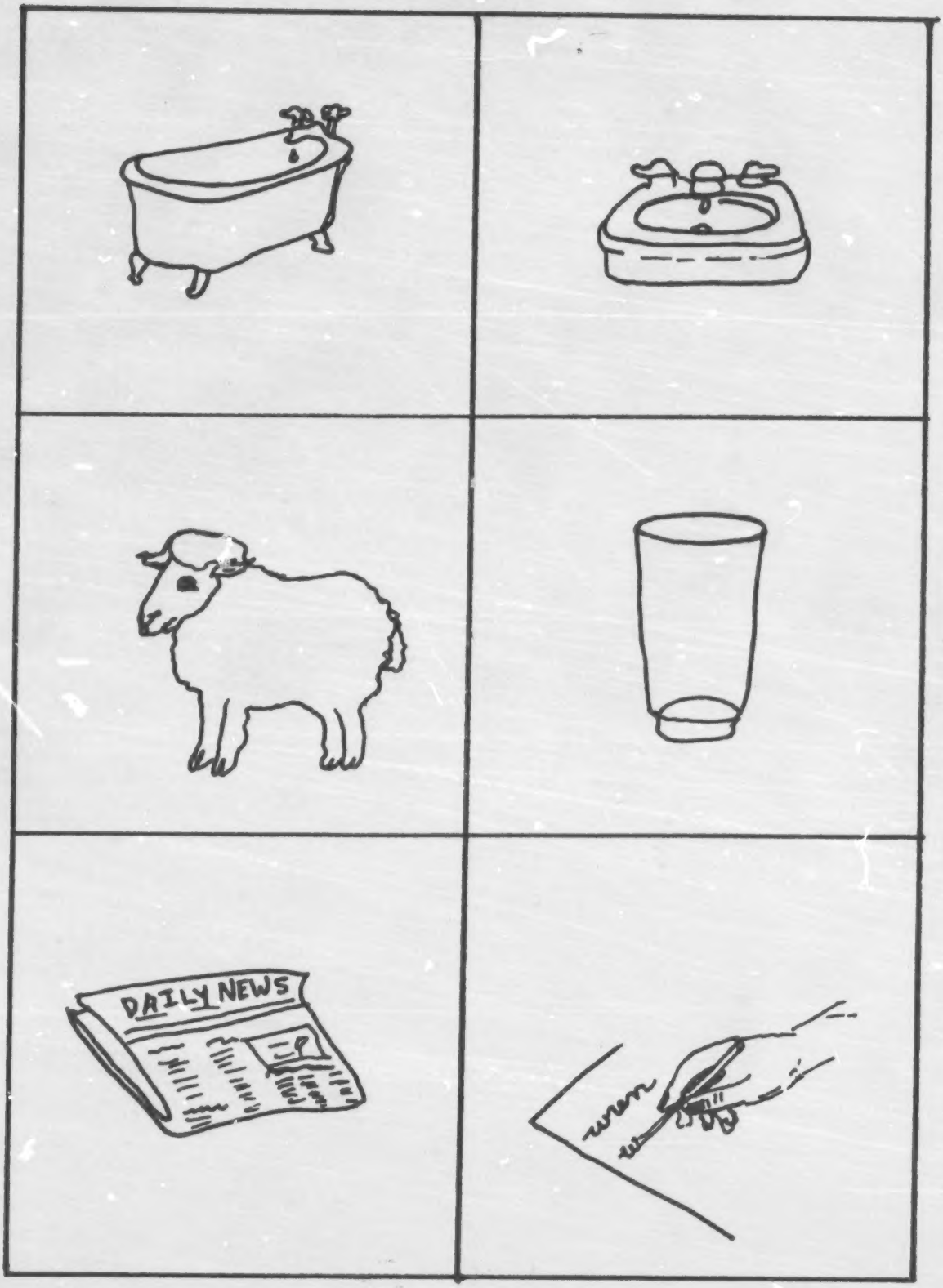

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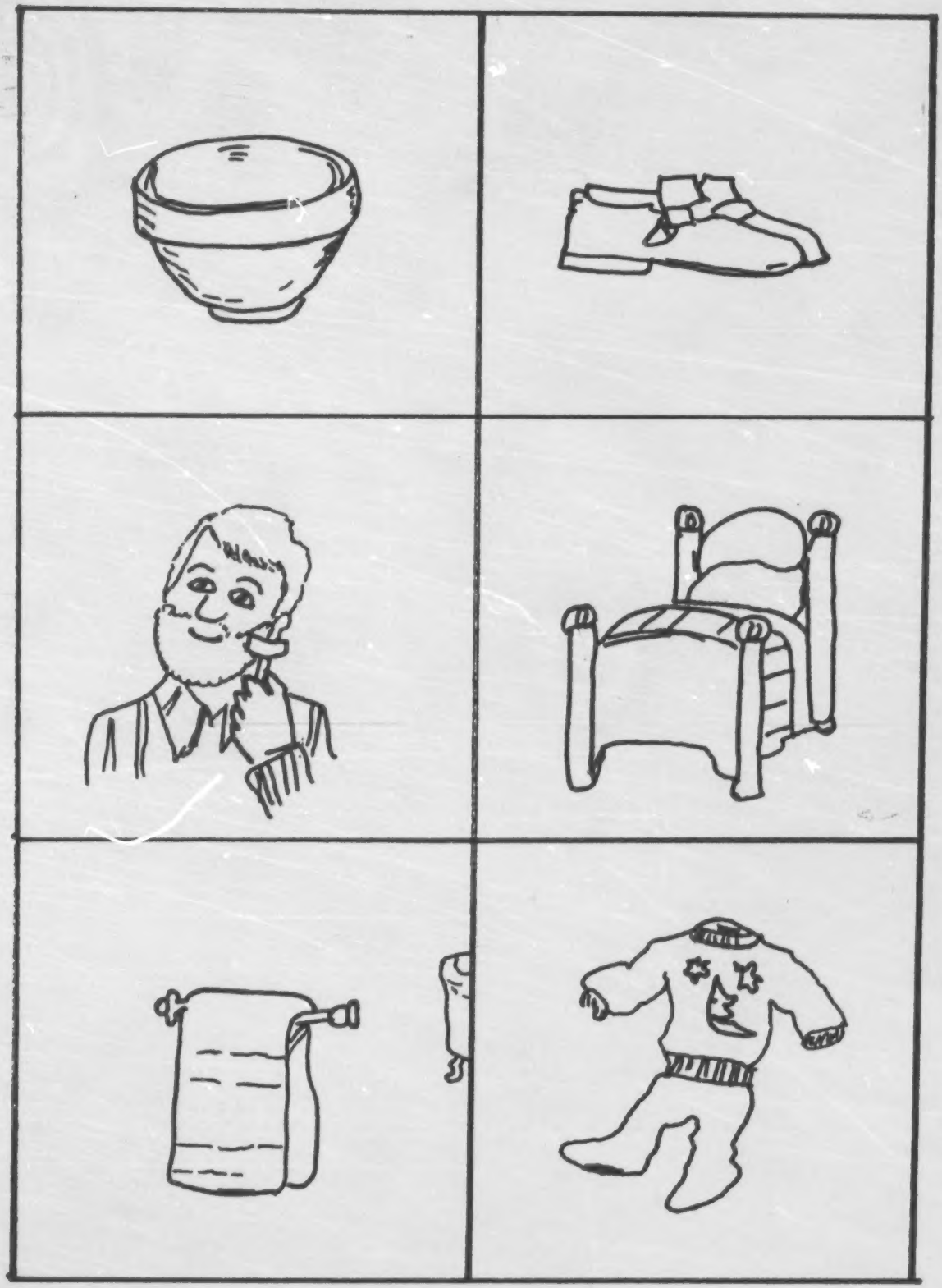

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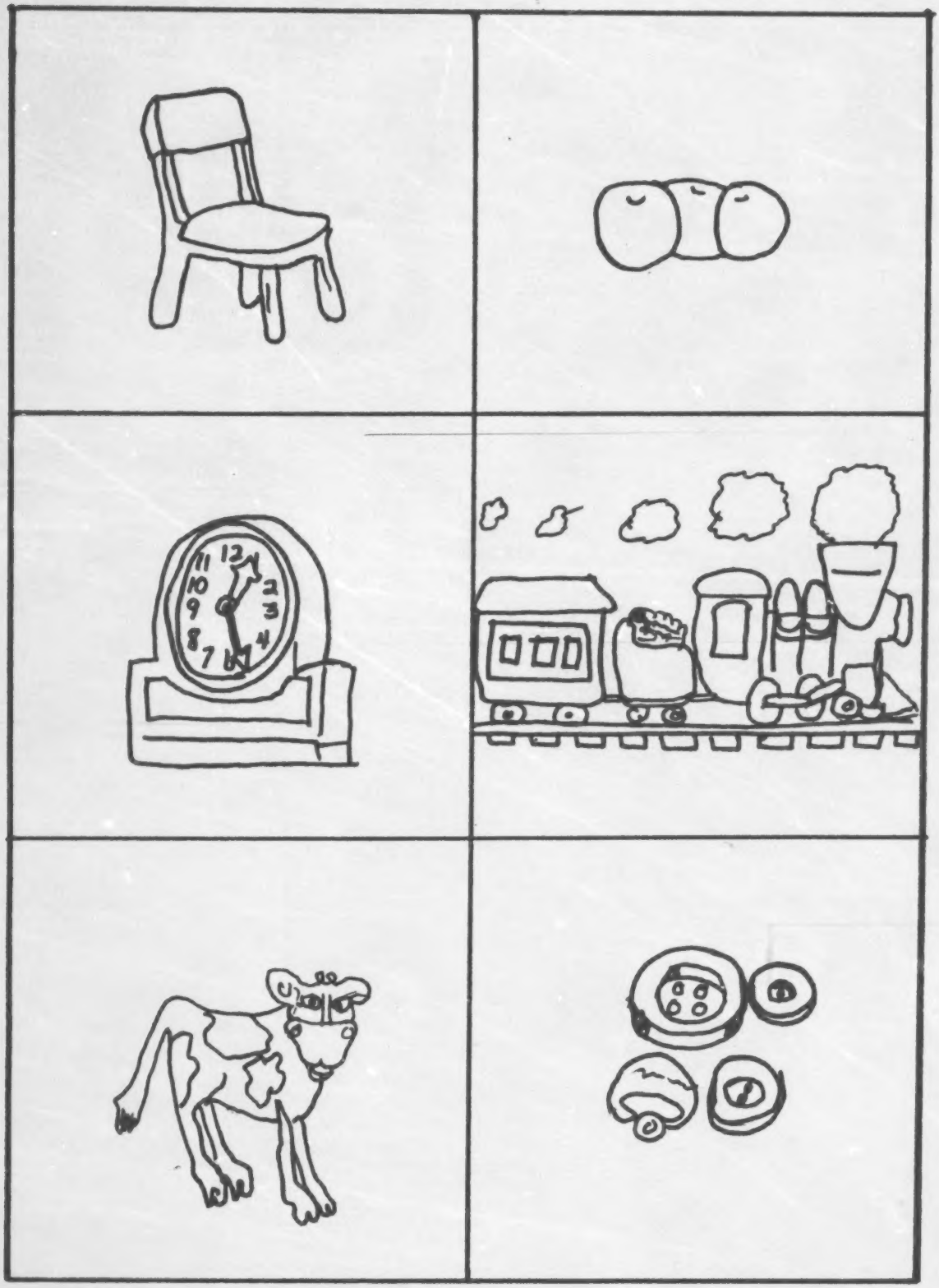

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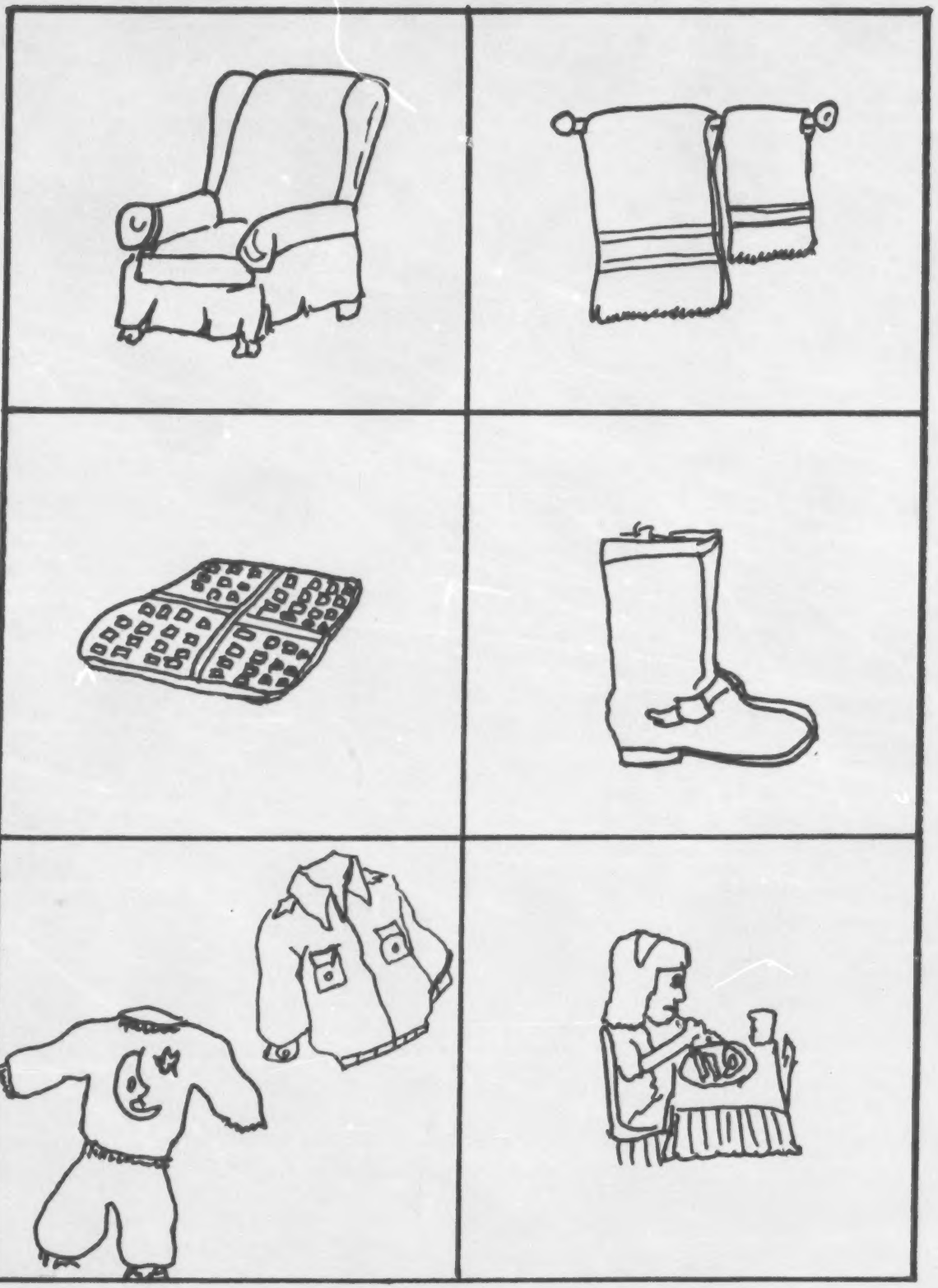

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Animal Patterns

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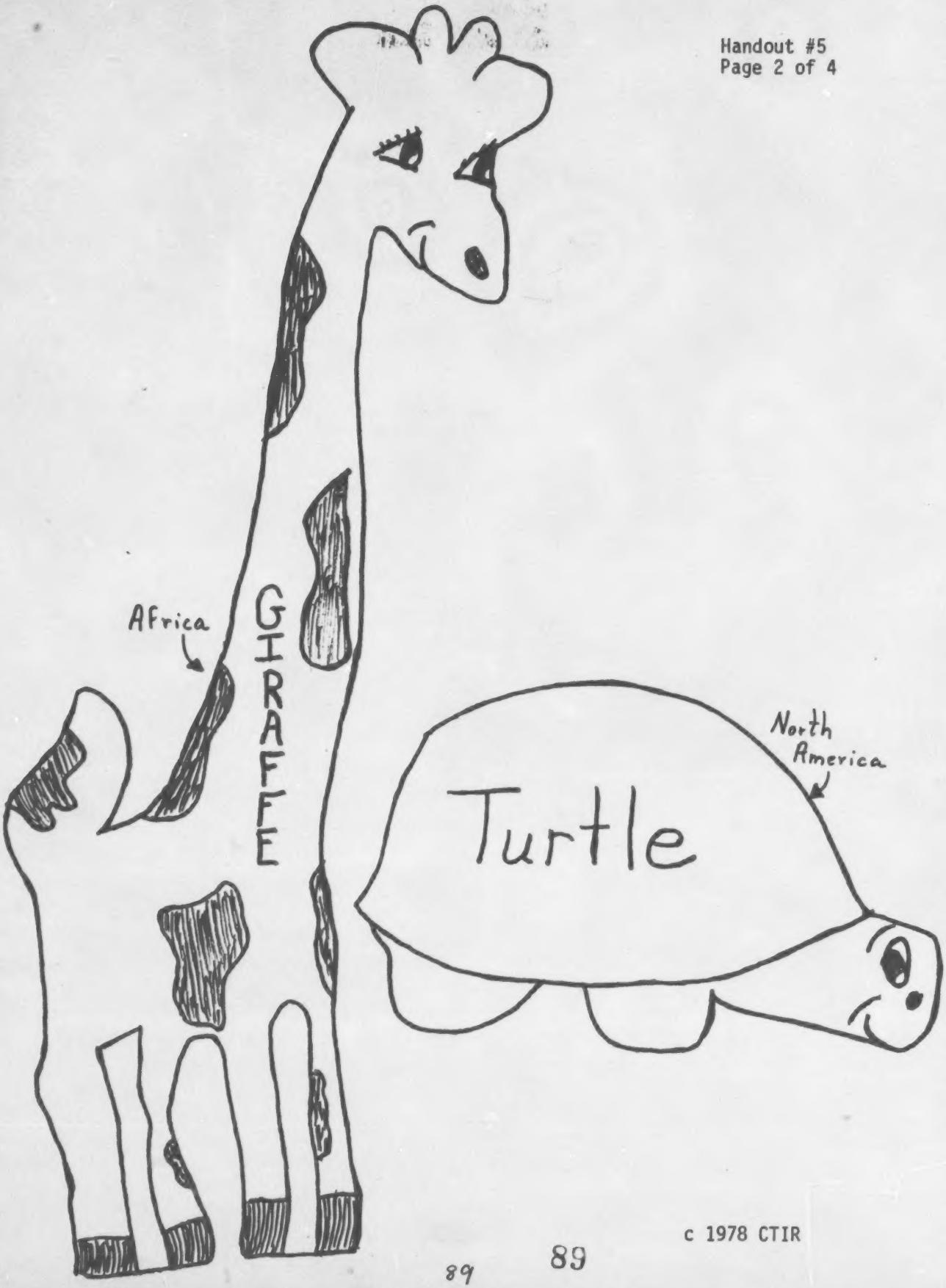

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Handout #6

MAP

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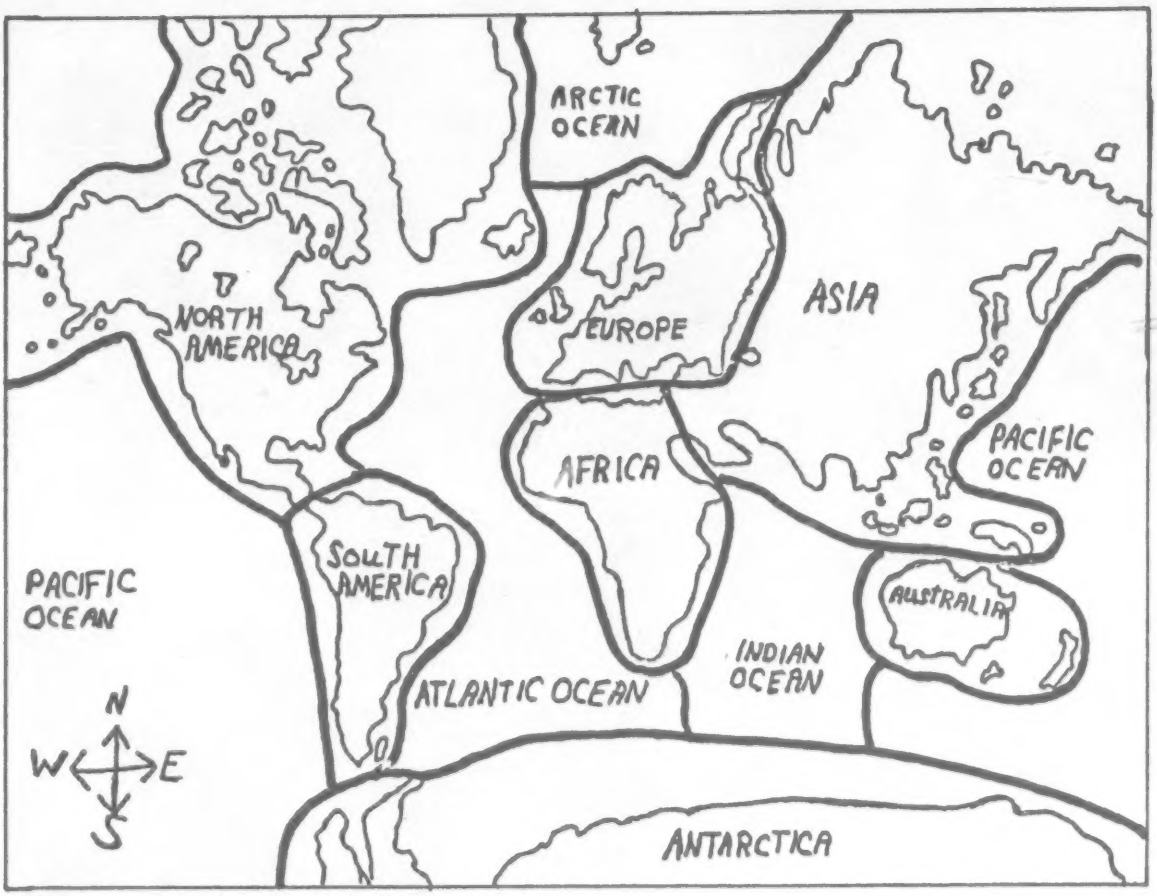
MAP

Handout #7

CONTINENTS OF THE WORLD



Color the continents the same colors as the game board.

1. Color North America green.
2. Color South America red.
3. Color Antarctica blue.
4. Color Europe purple.
5. Color Asia orange.
6. Color Africa brown.
7. Color Australia yellow.

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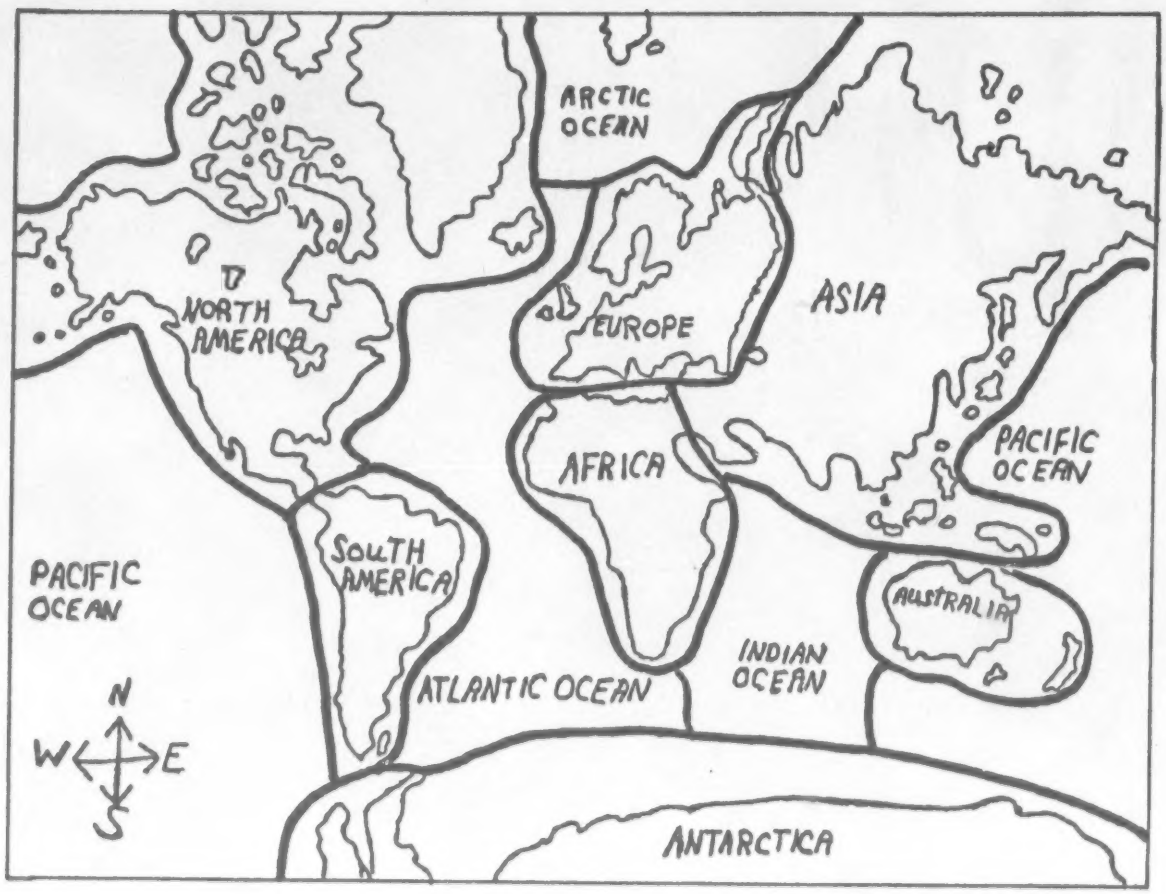
CONTINENTS OF THE WORLD

Handout #8



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LIST OF PROVERBS

Instructions: Type each proverb on a separate "card" and type its origin on the back. Laminate cards to protect them.

Chickens always come home to roost (Alabama)

Young gambler--old beggar (Germany)

Ice three feet thick isn't frozen in a day (China)

Where the river is deepest it makes the least noise (Italy)

If you climb up a tree, you must climb down that same tree (Ghana)

You cannot get two skins from one cow (England)

Eggs must not quarrel with stones (China)

A horse that arrives early gets good drinking water (Africa)

The love of money is the root of all evil (Israel)

Words thoughtlessly said cannot be called back (Louisiana)

The wife at another's house has the pretty eyes (Africa)

God gives the milk but not the pail (Germany)

Punch yourself to know how painful it is to others (Japan)

A bird in the hand is worth a hundred flying (Mexico)

Sing and cares disappear (Poland)

One man's story is no story; hear both sides (Japan)

God is a good worker, but he loves to be helped (Spain)

Many a good man is to be found under a shabby hat (China)

Fine clothes do not make the man (Japan)

By trying often, the monkey learns to jump from the tree (Zaire)

You can force a man to shut his eyes, but you can't make him sleep (Denmark)

Two captains sink the ship (Japan)

Little by little grow the bananas (Dahomey)

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If you want to go fast, go the old road (Burma)

Six feet of earth makes all men equal (Italy)

Eat to live, not live to eat (Greece)

He who stands with his feet on two ships will be drowned (Russia)

A little in your own pocket is better than much in another's purse (Spain)

Joy, moderation, and rest shut out the doctors (Germany)

He who rides the tiger finds it difficult to dismount (China)

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WORKSHEET #1

1. Connect the dots.
2. Print Asia on the continent.
3. Color orange.

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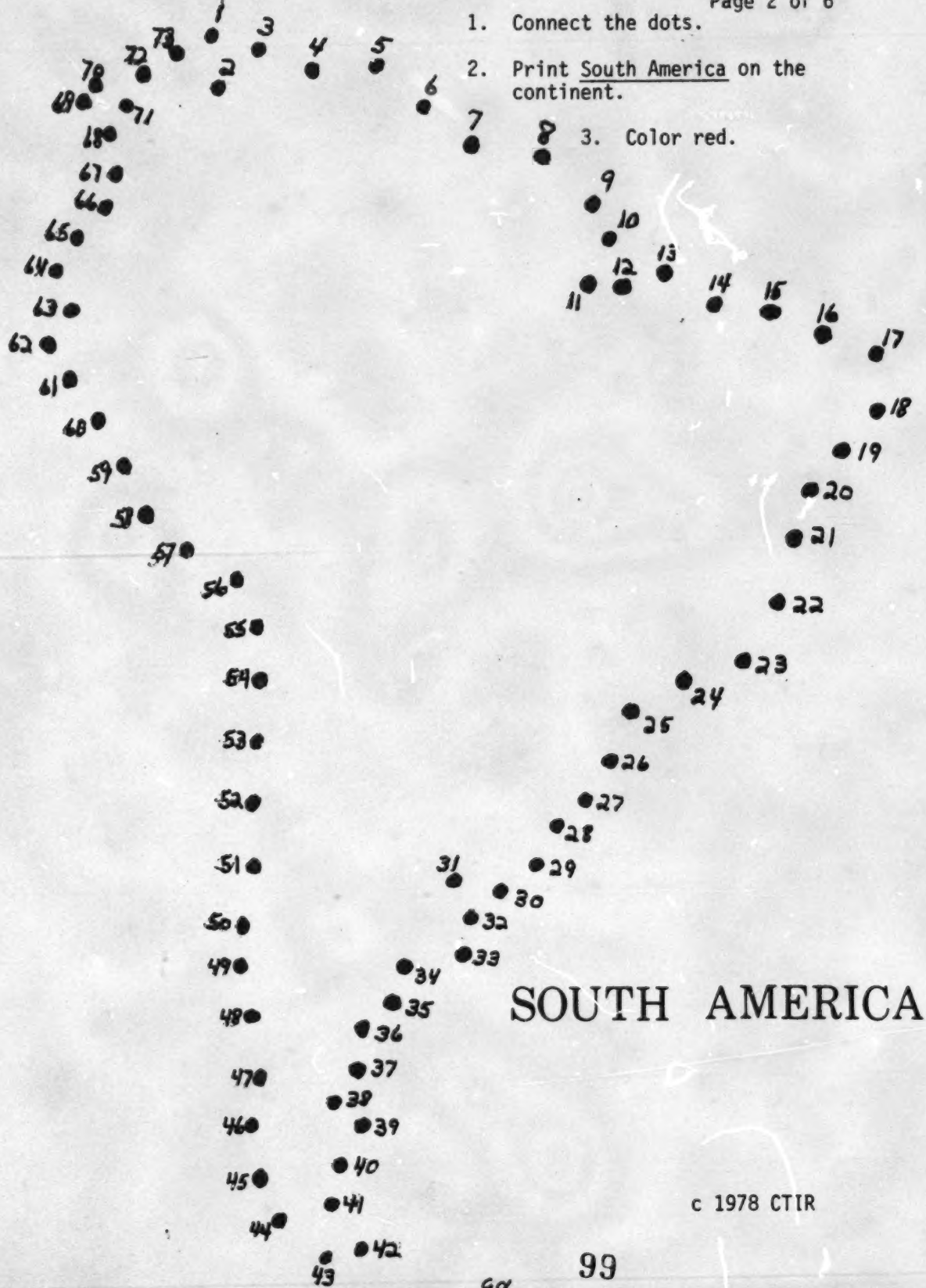
97 98

WORKSHEET #2

1. Connect the dots.
2. Print South America on the continent.
3. Color red.



SOUTH AMERICA

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WORKSHEET #3

1. Connect the dots.
2. Print Australia on the continent.
3. Color yellow.

AUSTRALIA

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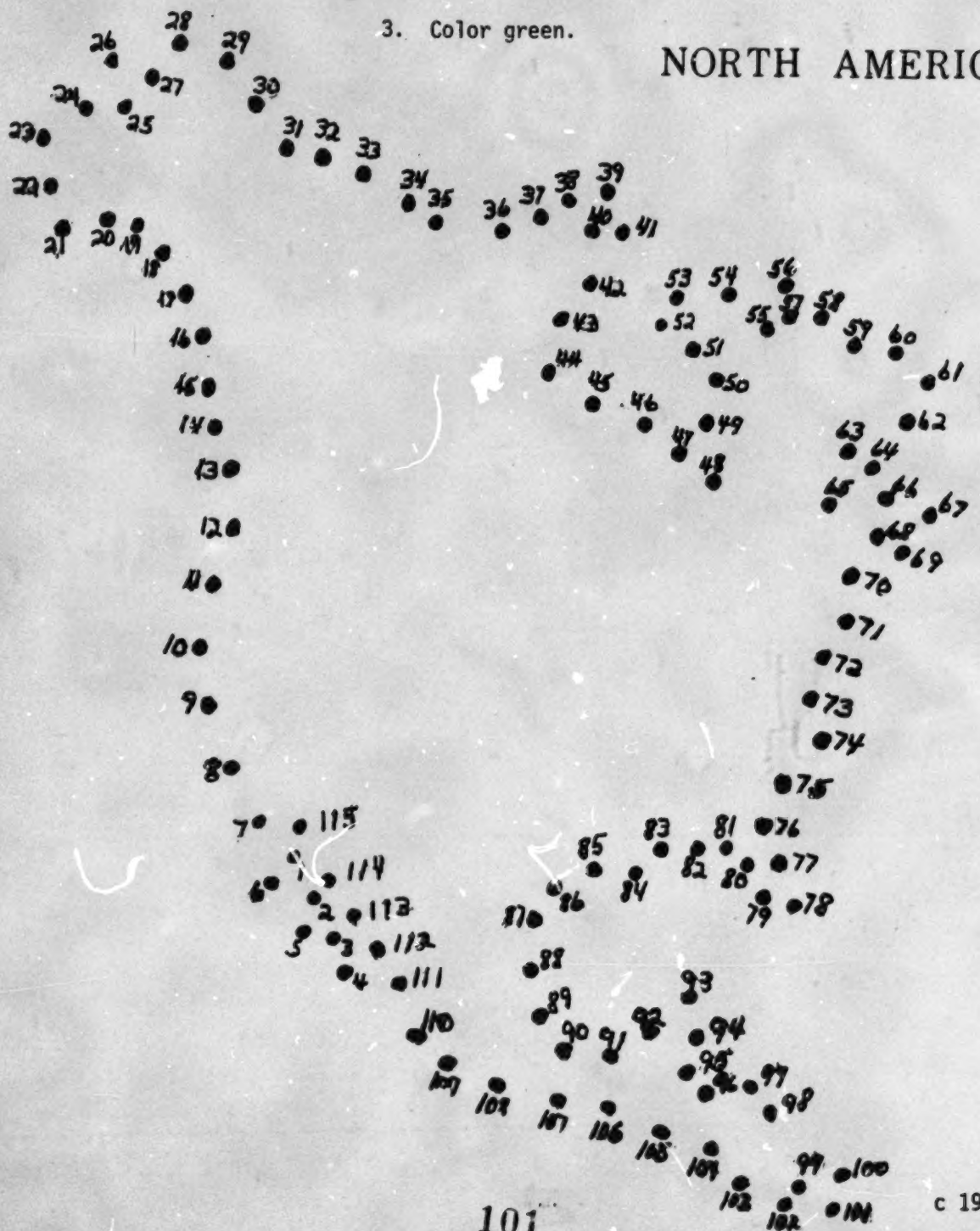
WORKSHEET #4

1. Connect the dots.
2. Print North America on the continent.
3. Color green.



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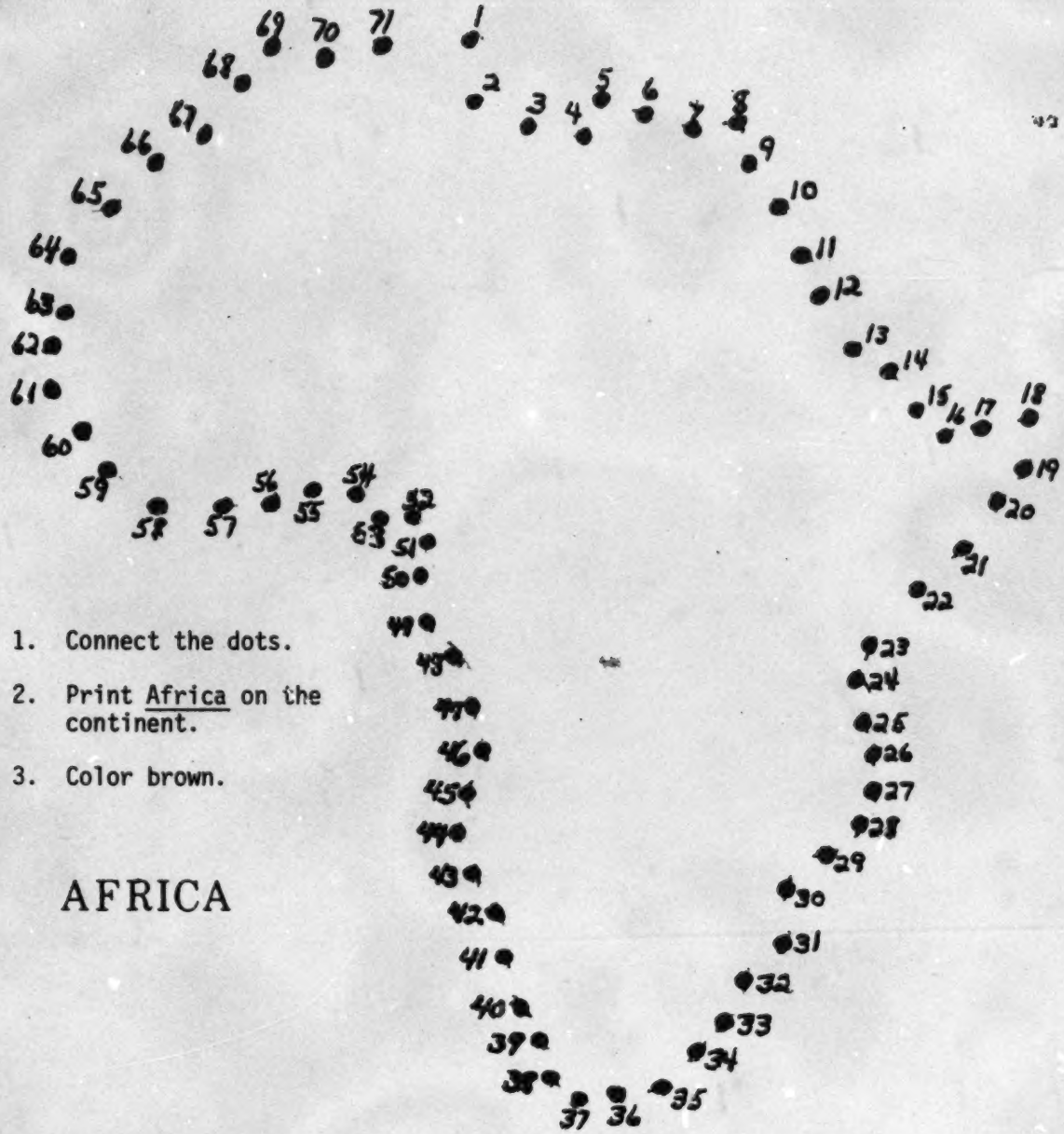
WORKSHEET #5



1. Connect the dots.
2. Print Africa on the continent.
3. Color brown.

AFRICA

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1. Connect the dots.
2. Print Europe on the continent.
3. Color purple.

EUROPE

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WHO IS THAT?

Handout #11

Baby Preschool Now

ITS ME! Name: _____

Eight ways I *changed* in the picture:

1 _____ 5 _____

2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Eight ways I've changed that you can't see in the picture:

1 _____ 5 _____

2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

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104

106

FAT CAT

Handout #12

107

ANSWER KEY

B.
1. f
2. c
3. c
4. m
5. g
6. c
7. f
8. c
9. h
10. p
11. o
12. s
13. f
14. t
15. m
16. s
17. m
18. p
19. w
20. p

C.
1. family
2. continent
3. compass rose
4. map
5. globe
6. country
7. food
8. clothing
9. house
10. people
11. ocean
12. sign
13. flag
14. town
15. money
16. school
17. map key
18. president
19. work
20. play

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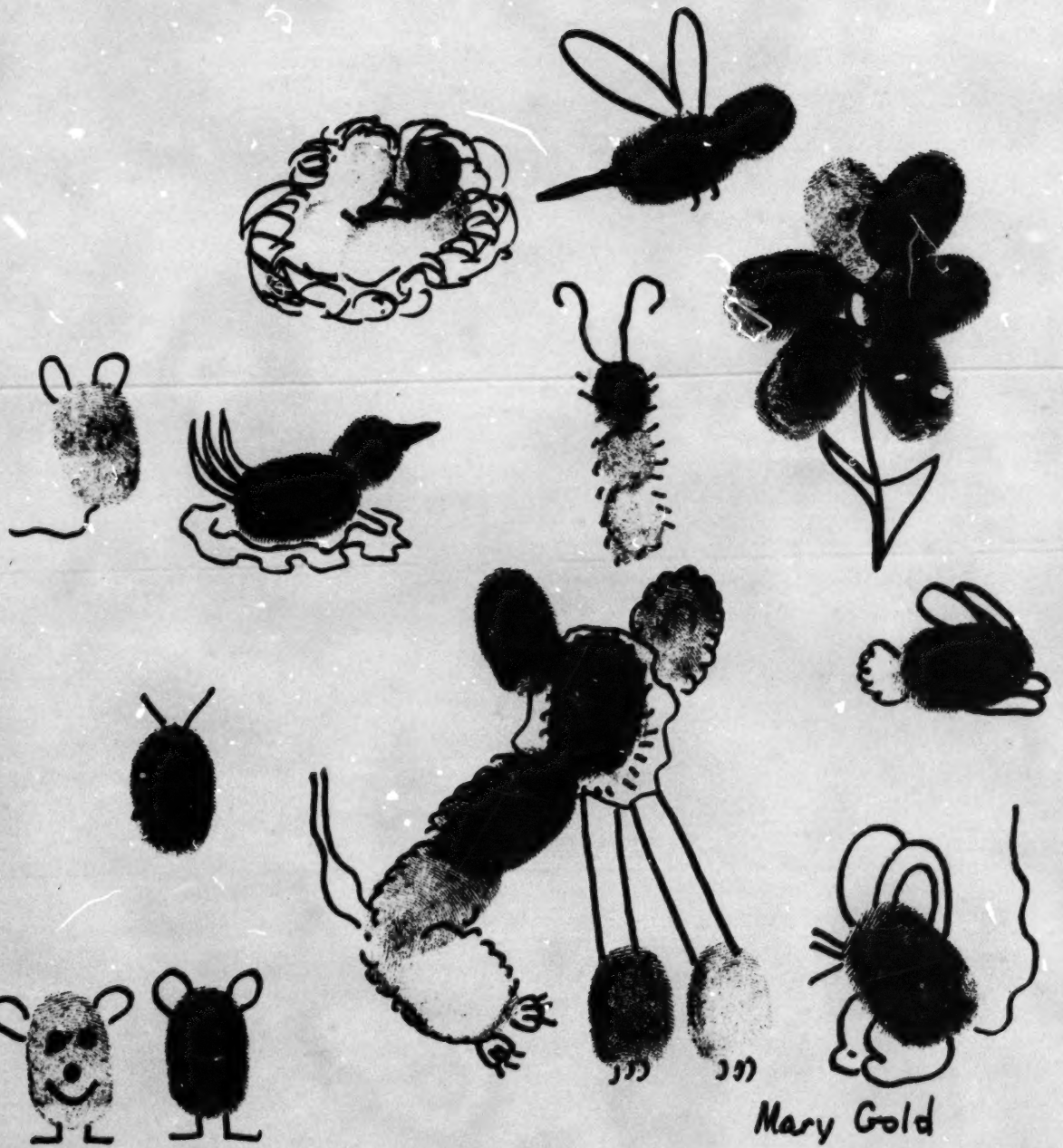
DESIGNS



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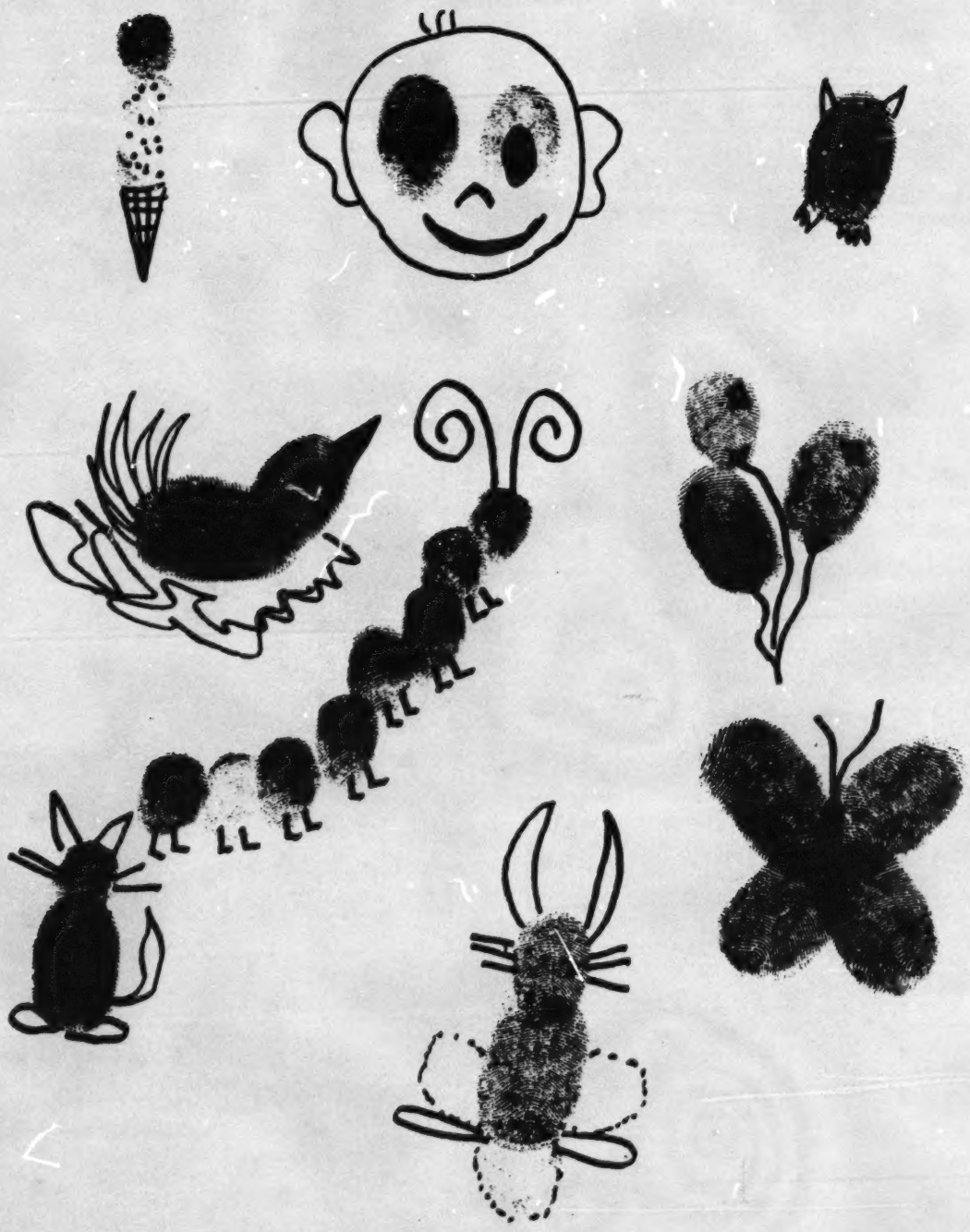

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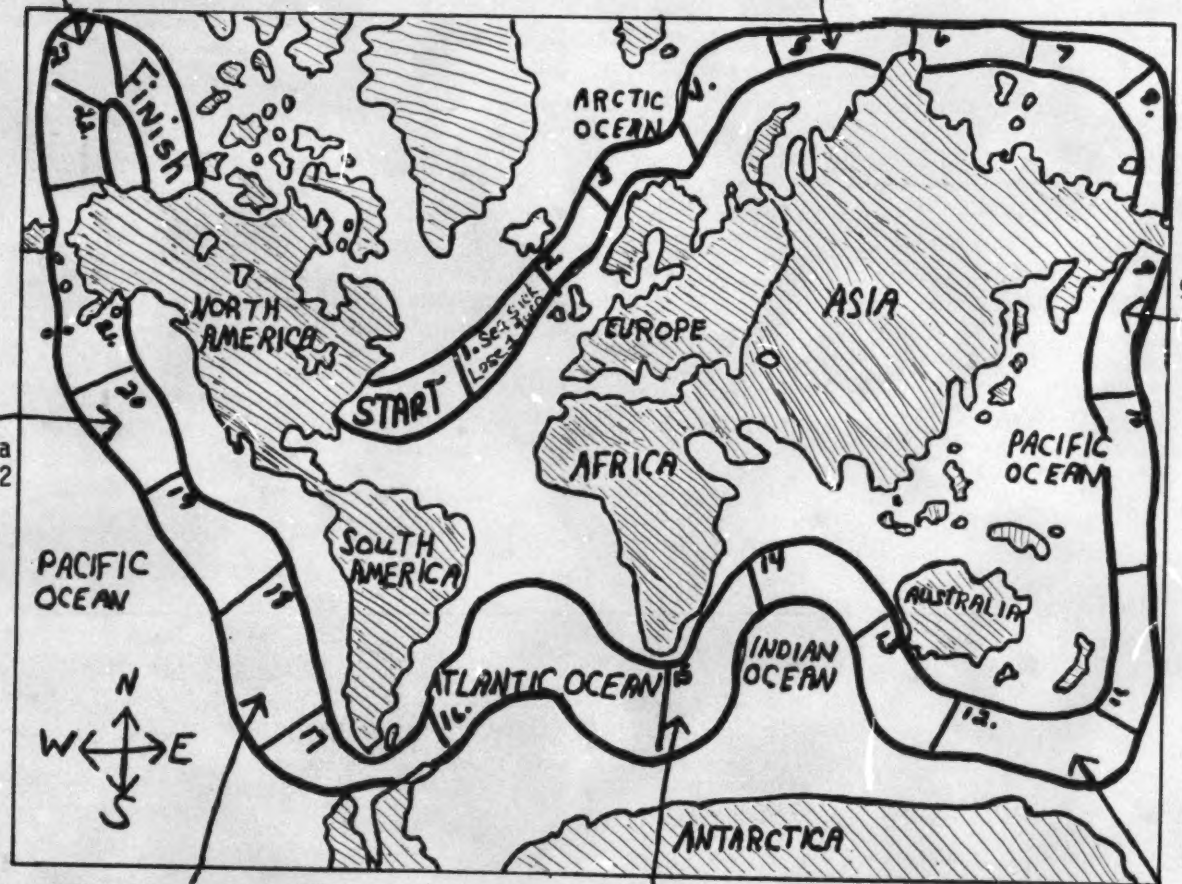
23. Need some more gifts Go back 2 spaces!
5. Stopped for a visit and tour. Wait till next turn.
Finish
ARCTIC OCEAN
NORTH AMERICA
START
EUROPE
ASIA
9. Stopped for fuel Lose 1 turn.
20. Homesick, in a hurry. Move 2 spaces!
AFRICA
PACIFIC OCEAN
PACIFIC OCEAN
SOUTH AMERICA
AUSTRALIA
INDIAN OCEAN
ATLANTIC OCEAN
N
W
E
S
ANTARCTICA
18. Stopped to climb a mountain, Lose 1 turn.
15. Lions and Tigers Jump 2 spaces.
12. Wind storm, can't travel. Lose 1 turn.

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3. Teaching about Diversity
4. Images of China
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